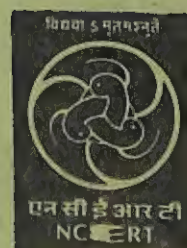# PSYCHOLOGY
OF THE CHILD
AND
THE CURRICULUM

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
**National Council of Educational
Research and Training**

PSYCHOLOGY OF THE CHILD

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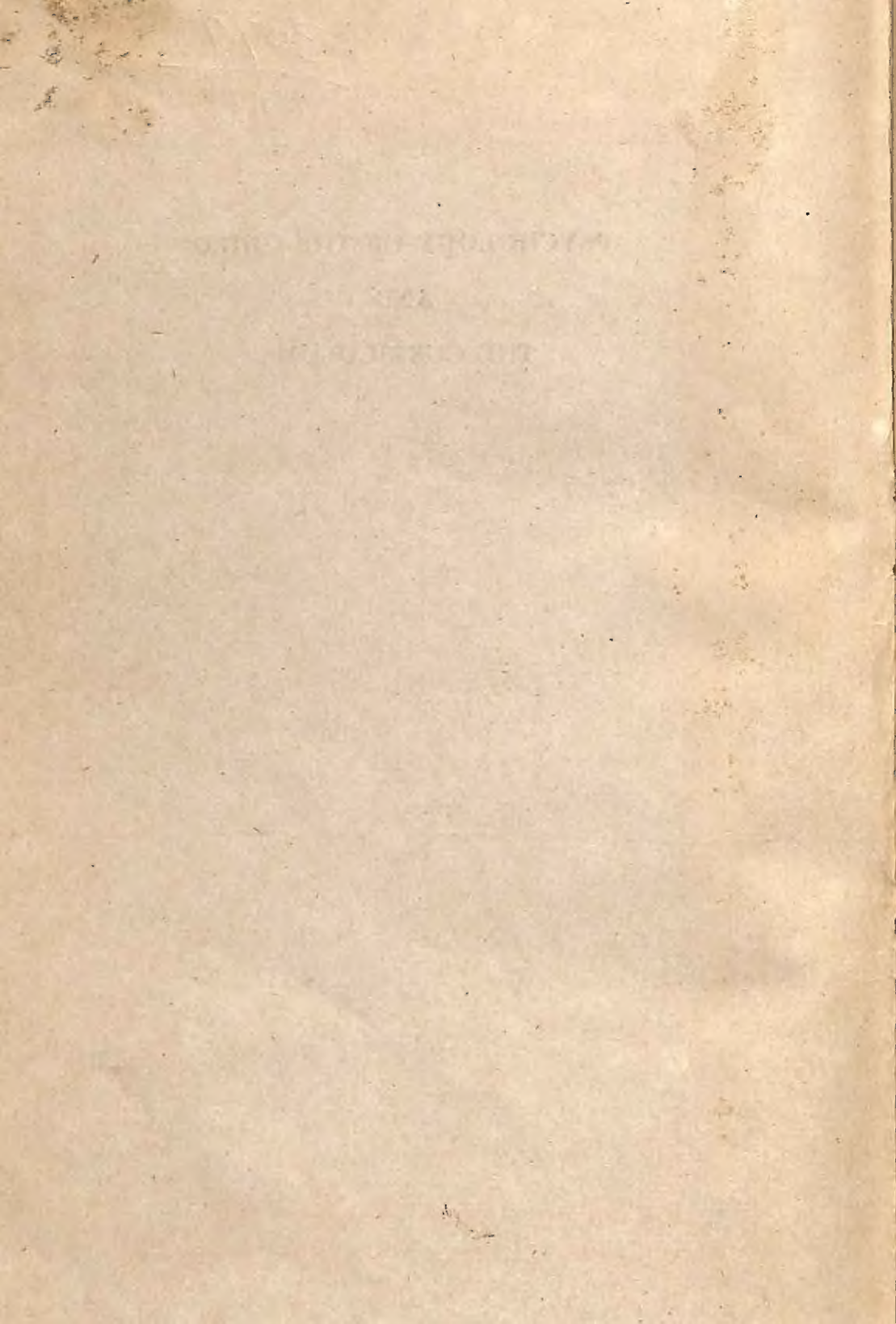# THE CURRICULUM

PSYCHOLOGY OF THE CHILD

AND

THE CURRICULUM

BAQER MEHDI
B.P. GUPTA

विद्यया ऽमृतमश्नुते

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PREFACE

It can hardly be overemphasized that psychological factors play a very important role in learning. Unfortunately, the teacher, so far, has been mainly concerned with the content of education alone. His method of teaching too has largely remained unchanged. In spite of the fact that he has now to teach a larger variety of content and has to deal with an increasing range of individual differences in the classroom, he still prefers to use one single method of teaching, namely, the 'talk-and-chalk' method, and mainly relies on the use of textbooks. Hardly conscious of the fact that the child is a thinking, feeling, and willing organism who is constantly interacting with the environment in which he is placed, the teacher treats him as though he is a mass of so much clay or plasticine on which certain impressions have to be formed. The teacher feels uneasy and often frustrated when he finds that the impressions he wanted to make are not readily formed. His raw material, that is, the child is not quite amenable to a mechanical type of handling. Not only that he wants to create his own impressions, he is also capable of setting at naught any effort on the part of the teacher to force him to behave in a certain way. The child's rebellious attitude and behaviour often puts the teacher off his feet and the climate for learning is spoilt. All this happens mainly because of a lack of understanding on the part of the teacher about the psychology of the child. There are many factors in the intellectual, emotional, and personal-social life of the child which criss-cross with the process of learning, and unless the teacher has an intelligent understanding of these factors, his teaching will at best be mechanical and of a routine nature. It will neither be interesting to the child nor satisfying to the teacher himself.

The present publication which is third in the series on 'Effective Use of School Curriculum' is mainly intended to bring to the attention of the primary school teacher certain important facts about the nature of the child and his development. Care has been taken to make the publication as practically useful and simple as possible for the teacher. Our major focus in the preparation of this publication has been the primary school teacher and what he must know about the child in order to help him in his best development as a learner, as a person, as a citizen, and as a worker.

We hope that the material presented in this publication would be of some practical help to the teacher at the primary level. The publication will also be found useful in pre-service and in-service training courses for primary school teachers.
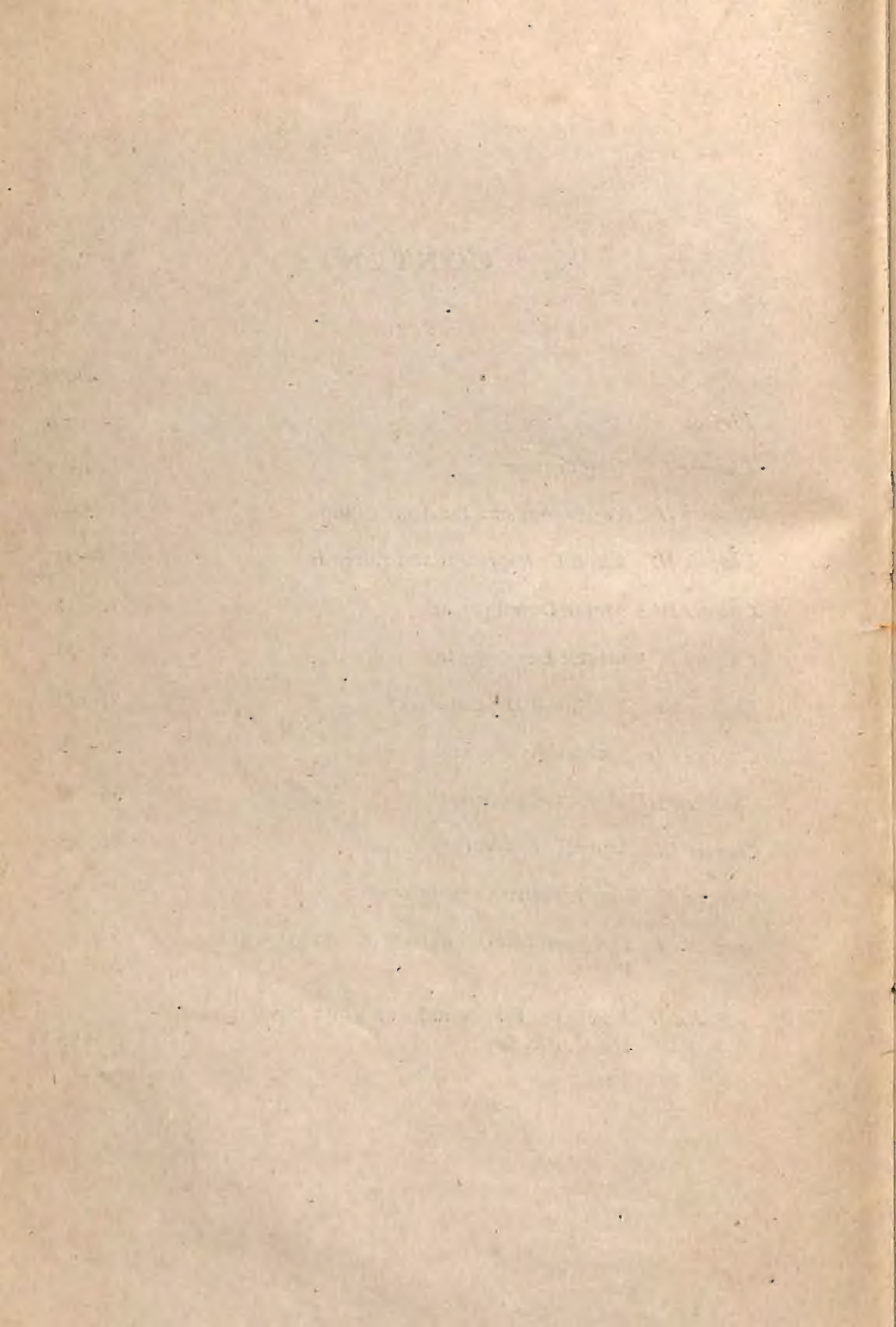
We owe a special word of thanks to Dr. Shib K. Mitra, former Director NCERT who went through the draft and gave valuable suggestions for improvement.

BAQER MEHDI
B. P. GUPTA

CONTENTS

*Introduction**

THE desire to learn, to know and understand, is an innate urge which is so clearly noticeable in a child. Although the sources from which a child learns are numerous, school is considered as an important source for all formal learning which the society wants him to have. It is generally believed that teachers who know their subject and have also been trained to teach children by the use of certain methods can do their job of helping them develop their all-round personality fairly well. But experience has shown that this does not happen to be the case. Teaching-learning in schools today is at best a mechanical and routine activity devoid of charm for the teacher and any worthwhile meaning for the child. There seems to be something lacking in the total process of teaching and learning, which makes our education a dull and drab activity. Perhaps there is no rapport between the teacher and the child. The teacher does not understand the child and the child is a little confused about the role of the teacher in his life. Unless the teacher understands the child, in other words, unless he knows his psychology, he cannot deal with him in a way in which he can effectively influence his behaviour. A mere theoretical knowledge of child's psychology and principles of learning may not be enough. The teacher should be able to relate this knowledge to the day-to-day situations arising in the classroom and outside. What the teacher needs is an understanding of those aspects of child's psychology which concern child's psycho-motor, intellectual, social, and emotional development. A smattering of theoretical knowledge about the laws of learning and similar other tit-bits of information about child psychology learnt at a teacher's training institution cannot serve the purpose.

We have discussed here some of the characteristic behaviours of children at the primary stage which the teacher needs to know so that he may plan his activities keeping them in view. We have divided

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* In writing this introduction the senior author has drawn upon the notes prepared by Shri B.B. Singam, Retired Principal, Ravi Nagar, Nagpur, on child's characteristic behaviours.

them under three heads : (i) Child's Body and his Senses, (ii) Child's Emotions, and (iii) Child's Intellect.

(i) *Child's Body and his Senses*

First of all, the teacher has to understand that the child has an enormous fund of physical energy which imbues him with tremendous activity. He loves to take part in all types of activity, whether it is games or some socially useful productive work. He is ready to learn all that is related to the activity in which he is involved, even if it means some serious study on his part. The motor-mechanism of the child urges him for more and more activity which can be fruitfully utilised not only for the development of his motor abilities and manual skills, but also can become the basis for the development of his mental abilities. Each well-planned manual activity does involve some kind of mental work. That is why, it has been stressed again and again by all educationists that the process of education during childhood should centre around some form of manual and productive work. Such an approach has a strong basis in the psychology of the child. His fund of energy and his natural desire for activity can be fully exploited by the teacher in motivating him for a variety of tasks, which have educational value for the child and help him in his development as a 'learner', as a 'person', as a 'citizen' and as a 'worker'.

Besides gross bodily movements and physical activity, the child is also capable of using his senses in a variety of ways. The most important sense organs which he tries to use are his eyes and ears. It is through the use of his eyes and ears that he learns about the world around him, and the more keenly he uses them the more perceptive he becomes of his environment. Right from the time he consciously begins to use his eyes and ears, he begins to make very important discriminations which ultimately become the basis for good observation. It may be noted that training in the use of senses at an early age makes for better learning in every sphere of life later. Senses which are dulled through lack of proper use, ultimately result in poor learning. Besides these senses of seeing and hearing, the child's senses of touch, smell, taste also need to be properly utilised for creating in him a keen interest in things around him. Proper training of his senses help in developing his perceptions which underline all intelligent learning.

(ii) *Child's Emotions*

The child symbolizes the hopes and aspirations of his parents. But very often the parents, and later the teachers in schools, fail to appreciate the role that emotions play in the life of the child, and the way the emotional experiences of the child influence and shape his behaviour.

Normally, there is a relationship of love between the child and his parents. But much depends on the emotional life of the parents themselves. Where it is disturbed, the attitude of parents towards children is far from that of love. It is often downright stubborn and even hateful. They are often so harsh on their children and so unreasonable in rejecting their just demands that the child is emotionally upset. Dependent as he is on his parents for his physical comforts, he often meekly submits to the parental authority. But his emotional life is so disturbed that problems of maladjustment at home and also in school arise at a very early stage. The situation gets worsened as the child tries, often unconsciously and sometimes consciously also, to compensate for the loss of face which he has suffered at the hands of his parents. This is the beginning of negative behaviour in the child leading to acts of indiscipline and even anti-social behaviour.

The teacher has to understand that there are psychological reasons behind those behaviours of the child which make others call him as educationally backward, socially undesirable, and emotionally unstable. We must remember that we cannot divide the child's personality into compartments. Any experience — personal, social or emotional — leaves its impact on the whole personality of the child and influences his intellectual, social and moral behaviour. If the teacher thinks that by assiduously teaching his subject, he is doing the job he is meant for, he is sadly mistaken. He should know that his job is not merely to teach a subject, but to teach the subject to a child. It is ultimately the child who is going to learn the subject, and so it is no less important for the teacher to know the child than to know his subject. Knowing a child means, most importantly, knowing his emotions which colour all our behaviour, whether we are children or adults. In fact, children are much more easily affected by emotions than are adults. Their entire being is in fact governed by one emotion or another. That is why there is so much need to deal with children sympathetically and with understanding. Where there is love prevailing in home, the child develops a sense of security so essential for the healthy development of personality. He develops self-confidence, learns to respond with spontaneous feelings of affection and love, is motivated to achieve more and more in life, and is always bursting with excitement and unrestrained activity.

(iii) Child's Intellect

We often under-rate children insofar as their thinking and reasoning powers are concerned. They may not be able to think and reason about abstruse problems, but they do think and reason all the same. They think and reason in the world in which they live — the world of make-believe, as it is called. Their imagination is rich with fantasy and make-

believe. They are spurred to action by their love for curiosity. They are always trying to explore their environment. Curiosity comes naturally to them. "Let me see it, let me do it, and let me say something about it", are their enthusiastic expressions, once they are exposed to something new. Activity methods stimulate their intellect and build their interests. Not only do they take interest in solving problems which are posed to them, but they also can construct new problems. By nature, they like to create, and they can create best in the language in which they can express easily. Arts provide them the most useful language for expression. It is unfortunate that children are not given enough opportunity to use the universal language of Arts which comes so naturally to them. Instead, they are forced to pour on books and spend most of their time on learning the language of books which the society wants them to learn. The balance between the language of arts and the language of books is often not maintained in our school curriculum. This has a detrimental effect on the development of child's intellect. Dull books, mechanical teaching and examinations which are imposed upon children hardly interest them. "No studies!", they yell with a sense of relief, once the examinations are over. Not that the children do not want to learn — in fact, they are the most avid learners — but the problem is that the way they are made to learn things make them sick and they begin to hate learning ; they develop a negative attitude towards books, teachers, school, and all that usually goes under the name of education. This is indeed a sad commentary on our system of education. Instead of developing their interest for learning, we scare them away from learning in one way or another. Let us think why it is so, and let us start doing something about it. □□

CHAPTER II

Psychology and the Curriculum

THE learning process is significantly affected by a number of factors which are essentially psychological in nature. These factors lie both within the individual and in the outside environment with which he constantly interacts throughout his life. It is this interaction with the environment which ultimately determines the individual's unique personality. His intellectual, emotional, moral, and social development is the result of the inter-play between the possibilities of growth and development that lie within him and the facilities and opportunities provided by the environment for the actualisation of these possibilities. A unique feature of human growth and development is that it is governed both by the organismic forces which lie within each individual and invariably impel him to seek out, explore, and act upon his environment, and the environmental factors which constantly impinge upon him and shape his behaviour and personality. Since the human organism is capable of both accepting and rejecting these influences on the basis of his own free choice, a characteristic which each human being is endowed with, there is a constant organism-environment struggle in the process of growth and development. Some individuals succumb to the influences of the environment, while others emerge out triumphant in the face of many adverse influences that the environment brings to bear upon them, and thus we find that individuals born and brought up in the same environment develop differently.

The education process in fact is a facilitating process which enables the child to grow and develop according to his own organismic possibilities. These organismic possibilities are of great educational value, and if a teacher fully understands them, they should be of great help to him in efficiently doing his job. It is a truism that in order to teach "John" "Latin", the teacher should know "John" and "Latin" both. In spite of our repeated assertions that the teacher must know the child in order to teach him well, we have laid greater emphasis on the knowledge of content than that of the child. What is taught in the training colleges in the name of educational psychology is at best of academic interest to the

teacher, and he is rarely able to apply this knowledge in the day-to-day handling of the child in the classroom. The point cannot be too much stressed that ultimately it is the child who matters in the process of teaching and learning. The content and the teaching-learning strategies are only the means for achieving the goal of child development. Surely, our teachers know a good deal about content and the teaching-learning strategies, but they woefully lack in their knowledge and understanding of the child whom they teach and for whose growth and development they seem to be so much concerned. 'Why do children behave the way they do?', is a question which the teacher has to constantly ask himself, as the answer to this question alone will bring him new insights and understandings about the child, which would be of immense help to him in dealing with him with appropriate care. A teacher, for example, has to have a clear understanding of child's psychomotor and intellectual abilities which are so intimately related to the process of learning, especially when the child is still young. The way child's social and emotional development takes place and the importance of the social and emotional factors in learning, again, should be of immense help to the teacher in properly handling the child while he is in school. Teaching is often defined as primarily a matter of providing a suitable environment in which learning will take place. A suitable environment for learning can be arranged if the teacher has a good practical knowledge of the social and emotional characteristics of the child as he develops. The child's needs and motives as also his interests and attitudes which ultimately determine the way the child would behave in a given situation are also of paramount importance for the teacher to know in order to favourably influence child's learning. The moral and aesthetic determinants of child's behaviour have also an important role to play in learning, and the teacher should be conversant with them.

There is no denying the fact that the teacher's task today has become much more onerous and also arduous than it ever was due to the increase in the number and variety of school-going children on the one hand, and the constant pressure of the society on the school to discharge the responsibilities and obligations which hitherto had been mainly the concern of the home, on the other. The question before us today is how the teacher can lighten his burden and at the same time do a good job of his work. The answer lies in re-orienting the teacher to his job and equipping him with such knowledge and skills as would facilitate his task and make him a better and more effective teacher. The teacher of today seems to be overwhelmed and even outwitted by the increasing load of the content he has to cover. While it is true that the curriculum developer has to appreciate the important fact that the amount of knowledge that has to be given to the child must not be determined by the

quantum of available knowledge, as knowledge which is now increasing at a tremendously rapid rate will go on increasing at a much higher rate in the years to come, the teacher too has to be more perceptive with regard to the place of knowledge in the curriculum. He has to recognise the important fact that apart from some basic knowledge which the child must possess for successful living in the modern world, the rest has to be used as a means for helping the child to develop qualities and characteristics which would enable him to become a 'good' learner, a 'good' person, a 'good' citizen, and a 'good' worker. In case of learner, it is the development of the mind to think, reflect, generalise and reason that is much more important than amassing a vast amount of disjointed and irrelevant knowledge. The mind must be capable of not simply gathering more knowledge but also producing new knowledge. For this purpose only some selected important knowledge is needed. From each lesson the teacher can select important content-points and use them to achieve a variety of objectives instead of wasting the time and energy in teaching the entire lesson from the first line to the last line and then forcing the child to memorise every single fact. Only by changing his strategy of teaching, the teacher of today will be able to effectively use the curriculum in order to achieve both the knowledge objectives and the developmental objectives of education. A knowledge of the basic psychology of the child will help him to do both the jobs of imparting knowledge and helping the child develop in a more effective manner. The psychology which the teacher needs to know must have relevance to both learning and development and must be presented to him in such a way that he can relate it to his day-to-day activities in the school. □□

Child Development and Education

THE process of education is, directly or indirectly, concerned with the development of the child. The school provides conditions and opportunities which foster among children desirable qualities and characteristics which ensure healthy development of their personality. This development can be studied and analysed both from the point of view of the different roles the child has to play in life, such as his role as a learner, as a person, as a citizen, and as a worker, and from the point of view of the different aspects of his personality like motor, mental, social, moral, emotional, and psychological, which would also include his needs, motives, interests and attitudes. It is important for the teacher to keep in view both the aspects of development in order to function effectively as a teacher.

CHILD'S ROLES IN LIFE

As the main function of education is to prepare the individual for life, the school should help the child to develop in him those characteristics and behaviours which would enable him to successfully perform the various roles he is to play in life. As we look at the life of the growing child, we find that he is to play four major roles in life. These are his roles as a learner, as a person, as a citizen, and as a worker. Corresponding to these roles, we can identify the developmental objectives of education which the teacher can achieve with the help of the curriculum he is using.

(i) Development of the Child as a Learner

This aspect of child's development refers to those abilities, skills and attitudes which the child must develop in order to become not only an efficient acquirer of knowledge, but also its user and producer. His role as a learner further implies that the child will be able to become a life-long learner and will continue to make use of knowledge for the

best purposes in life. We have given a complete list of developmental objectives in Appendix 1.

(ii) Development of the Child as a Person

As parents, we all want that education should help the child to become a better individual. We expect desirable changes in his personality and behaviour as a result of his education in school, and we call in question any education which does not change the behaviour of the child in desirable directions. It is a common experience of all of us that we hold education responsible for anything bad which the child does at home or outside. A child who misbehaves with his parents, uses abusive language, tells lies, steals or bullies others is considered to have received poor education in school. This means that we expect from school much more than is implied in book learning and passing of examinations. What immediately comes to our mind when we call a child an educated child is his personal behaviour and his dealings with others. It is indeed unfortunate that what we consider as the most important outcome of school education, is exactly what we neglect most when the child is in school. An important developmental objective of education is to help the child to develop as a person. There are certain qualities of character which make a person what he is, and it is these qualities of character that have to be fully attended to for his proper development in school. Some of these have been mentioned at the end of this brochure (see Appendix I). As may be easily observed, it does not require on the part of the teacher any extra time to develop these qualities. They are inherent in the curriculum itself which the teacher is using. What he has to do is to give some special attention to these qualities at an appropriate time, so that they could be developed easily in the child.

(iii) Development of the Child as a Citizen

Apart from his role as a happy and effective person, an individual also has to play his role as a citizen. The behaviours and attitudes which are essential for an individual to be called a good citizen are formed early in life. Besides knowing his rights, the child has to learn what his duties are towards his family, towards the community in which he lives, towards his school, towards his country, and towards humanity in general. He has to learn his responsibilities in relation to all those with whom he comes into contact, e.g., his friends, his neighbours, and others who live in the community. We have tried to identify some of those qualities, behaviours and attitudes which go to make a child a good citizen, and have listed them at the end of this brochure (see Appendix I).

(iv) *Development of the Child as a Worker*

In order to play more effectively his role as a worker later in life, the child has to develop habits, skills and attitudes which are particularly useful for him as a worker. In fact, these attitudes, habits, behaviours, and skills start developing right from the early stages of child's life, and especially during the primary school years. There is a mistaken notion which many of us hold that work is something different from what we call education, and there is a further feeling that it interferes with learning and hence is a waste of child's valuable time which he could otherwise spend in his studies. This wrong notion about work arises from the fact that we seldom appreciate the fact that work has its own educative value. There is also a tendency on our part to forget that a person is ultimately going to spend a large part of his life as a worker for which he needs adequate preparation in terms of habits, attitudes and skills. When can these habits, attitudes and skills be developed most effectively ? Obviously when the child is still growing and is in school. The teacher has to be fully conversant with them, so that he may be able to help the child in proper ways. The attitudes, skills and behaviours essential for the development of the child as a good worker have also been listed in this brochure in Appendix I.

ALL-ROUND DEVELOPMENT OF PERSONALITY

If we only look at child's development from the point of view of the roles that he has to play in life, we may miss some very important points with regard to his personality development as a whole. The teacher has to understand that the child is developing as a total entity. He is developing physically, mentally, socially, emotionally, morally and also psychologically at one and the same time. We cannot put these different aspects of development into separate compartments and work for them individually. Certain emphasis may be discernible in our effort at helping the child to develop, but our goal has always to be the all-round development of the child's personality.

When we talk of the all-round development of child's personality, what we mean is that the child should be helped to develop the multiphasic aspects of his personality. Education, especially at the primary stage, has a major role to play in this regard. The school has to provide opportunities and experiences to the child which would help him in his motor, mental, social, moral, and emotional development. Even the four roles of the child's life discussed above imply the psychological development of the child as a whole. A primary teacher, thus, can hardly afford to overlook the psychological aspects of child's development, if he has to do his job well. It therefore becomes imperative on the part of

the teacher to understand the processes of growth and development. In this brochure, we have discussed them separately under motor, mental, social, moral, and emotional development. The needs, motives, interests, and attitudes of the child which form the corner-stone of his behaviour and help us to understand why he behaves as he behaves, have also been discussed in the last two chapters. ☐☐

Motor Development

THE most significant thing about the behaviour of the child is that he is physically very active. It is difficult for him to sit quietly even for a few minutes at a stretch. His physical activity is not only important for his health, it is also important for his mental growth, as psychologists and educationists have now come to realise. A lot of emphasis is now given in education, especially at the primary stage, to physical activity and manual work. It is considered an unsound practice to force the child to stick to his seat and pour on his books for long hours. Not only that the child reacts unfavourably to such a practice, his mental faculties also are dulled if he is compelled to do so. "Healthy mind in a healthy body" is an old adage and is true to the core.

Motor behaviour involves control of the muscles and neuromuscular coordination, which in the early days of the child's life is in a very weak state, rendering him to mere random movements. As the child grows, the random movements are replaced by specific patterns of responses. For the first four or five years these movements are in the form of gross movements involving large areas of the body as in walking, running, and fighting. After five years, there emerge the finer movements which involve smaller muscle groups as in grasping, catching and throwing ball, writing, or using tools.

It is important for the teacher to note that when a child is busy in some motor activity he is also mentally active and is emotionally involved in it. Thus the child learns best when he is physically active. The principle of learning by doing is based on sound psychological principles.

It may also be pointed out here that motor behaviour is important for the child both for his individual and social development. It not only helps him to use his motor apparatus, thereby making it more efficient in the process, it also provides him opportunities to interact with his physical and social environment and learn many things on his own, including social skills required for working with others.

The motor development of the child is important for a number of

other reasons too. Appropriate motor control and neuromuscular coordination enables the child to participate in a number of activities that bring pleasure, joy and satisfaction to the child. He develops greater self-confidence and becomes relatively more independent and active. His school adjustment also improves as a result of his participation in many activities like drawing, painting, writing, etc. which require appropriate muscular control and neuro-muscular coordination. Appropriate motor development makes valuable contributions to the child's personality development by improving his self concept and self acceptance which otherwise are likely to suffer. Being proficient in motor skills he is likely to become more creative, more productive, and also socially more useful.

By not giving proper attention to the motor development of the child, we may be guilty of causing serious handicaps in the total personality development of the child including his intellectual, social and emotional development.

The young child is comparatively more pliable and is more quick in learning muscle control and motor-skills. Primary school teachers, hence, have to pay special attention to this aspect of child's development and plan their activities keeping in view the stage of child's development and the importance of his growing potentialities and capacities.

SOME DIMENSIONS OF PSYCHO-MOTOR DEVELOPMENT

Some of the important characteristics of child's physical and psycho-motor development which need to be considered in organizing suitable activities for him are stated below :

(i) All the sensory and motor organs of the child's body are in the process of growth.

(ii) The urge for motor activities like walking, running, jumping, catching, grasping, throwing, etc., is at its peak.

(iii) Muscle development is taking place rapidly ; hence there is a need for activities involving large muscles.

(iv) In the middle and late childhood, coordination of hands and fingers become possible. Hence small muscle activity involving use of simple musical instruments, drawing appliances, etc., should be introduced at this stage.

(v) Children take delight in strenuous physical activities.

(vi) They enjoy movement more than form.

(vii) The motor activities are characterized by steadiness and balance; and hence activities like construction, drawing, painting, craft-work, etc., should be introduced.

(viii) There is an urge among children to indulge in activities which

involve speaking, seeing, and manipulating.

(ix) New skills are developing at this stage, such as paper-cutting, assembling parts, writing, etc.

Activities for Facilitating Motor and Physical Development

There are many activities which facilitate motor development. They are :

(i) Drawing, painting, craft work, ceramics (clay-modelling), batik work, paper work, wood work, puppetry, doll making, weaving, sewing, stitching, leather work, making objects with plastic material, silent and loud reading.

(ii) Games and sports that will provide opportunities for skipping, hopping, jumping, running, throwing, grasping, etc.

(iii) Dancing (rhythm and movements), dramatics, yoga, drill, and the like.

(iv) Excursions.

(v) Community cleanliness programmes.

(vi) Manual work like digging, cultivating, gardening, etc.

(vii) Preparing charts and models.

(viii) Preparing and displaying wall magazines.

(ix) Map drawing and map reading, sketching on the black-board.

(x) Activities involving handling of tools, materials and machines of day-to-day use.

ROLE OF THE SCHOOL

In addition to organizing and conducting various activities suggested above, a teacher needs to keep in mind various factors that are likely to cause delayed motor development. The teacher may try to help the child whenever required and wherever feasible. The common causes of delayed motor development are as follows :

(i) Poor physical condition caused by illness, malnutrition, etc.

(ii) Lack of opportunities to develop manual skills.

(iii) Fear instilled in the mind of the child by parents and teachers that he would spoil things if he touches them.

(iv) Nagging, scolding, and ridiculing of the child by parents and teachers when he is unable to succeed in some activity.

Relevance of Motor Development for Achieving the Developmental Objectives of Education

The teacher will do well to remember that certain aspects of motor development have great educational value for the child and that they can

be related to some of the developmental objectives of education*. Mostly they are concerned with the development of manual skills, proper use of eyes and ears for better perception, eye-hand coordination and finger-dexterity, and use of large body muscles for ensuring good postures and active habits. Some of the developmental objectives to which motor development of the child has relevance are stated below :

1. Knows the rules of personal health and hygiene. (PC-1)
2. Tries for continuous self-improvement. (PB-2)
3. Possesses basic skills necessary for doing any work successfully. (WC-7)
4. Respects manual work. (WA-1)
5. Enjoys doing work with his own hands. (WA-4)
6. Works with perseverance. (WB-1)   □□

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*See Appendix I for a complete listing of developmental objectives.

CHAPTER V

Mental Development

EDUCATION must play a significant role in the mental development of the child which in fact forms the basis for his progress in life. To put it more precisely, child's mental capacities and mental functions which relate to his perception, memory, reasoning, problem solving, and creative thinking are important for tackling the many different problems of life and are intimately related to his performance as a learner. Anyone who sincerely intends to help the child as a learner can hardly afford to overlook these dimensions of his mental life. In the present chapter, we shall try to explain the relevance of these dimensions in the healthy development of child's mental life.

Childhood as we know is a period of rapid mental growth and development. In the first few years of his life, the child is making active use of his senses in order to know his environment. By the time he is five years old, he can recognize many objects and can also name them even when they are not present before his eyes. Language development which also has begun to take place helps him to make use of symbols to represent objects. But by and large his thinking is still at the sensory-motor stage, which means that the child uses perceptions and movements as the only tools for his thinking, without yet being capable of either representation or thought.

From the age of five till about ten the child is in the process of developing the basic skills for learning which include recognition of shapes, sizes, and colours. He is also getting some notions of weight, quantity and numbers. By the time the child is 10 years old, he has sufficiently developed in many ways to perceive the things correctly, and make useful discriminations.

According to Jean Piaget, a renowned psychologist, the child, during the primary school years, has not yet reached what he calls the stage of formal mental operations which in other words means that he is still not capable of abstract reasoning. He cannot, for instance, propose probable solutions of a problem, analyse them one by one, and draw conclusions.

It would be interesting to see how Piaget traces the growth of intelligence in the child. According to him, the child from age two until the 7th or 8th years of his life is at the preoperational stage of mental development. At this stage, he can think about objects and events not present before his eyes through the use of symbols or differentiation signs as in drawing, or use of language. The symbolic function thus enables the sensory-motor intelligence to extend itself by means of thought. A primary school teacher would do well to appreciate this point and help the child in the development of his thought process through a more judicious use of a variety of symbols both verbal and figural. He has also to avoid giving lectures to children, and help them to involve themselves in active learning so that they may be able to interiorise action as thought, and quickly move on to the next higher stage of thinking, which Piaget calls concrete operations lasting till about 11 or 12 years of age. At this stage, the reasoning ability of the child is developed but he is still at the concrete reasoning stage. That is, he can reason while manipulating concrete situations. But he still is not capable of doing abstract reasoning, which is so essential for scientific problem-solving. The abstract reasoning ability appears in the child only after the age of 11 or 12, that is, towards the end of the primary stage.

Russian psychologists like Luria and Vygotsky who have done extensive research on the human brain and mental processes have come to the definite conclusion that human brain possesses a vast potential for developing a large number of mental abilities if, and only if, a child is able to interact with actual and varied social environment. According to them the abilities develop as a result of mental activity of the brain which takes place in a social setting and not automatically. Even the very rudimentary mental processes involving recognition, discrimination and perception have, as their basis, what Russian psychologists call socially formulated activity. None of the mental processes, whether rudimentary or higher, can be considered as direct properties of the mind or as natural functions of the brain. It has been shown that such an apparently simple and natural function as tonal hearing is social in nature in man and must be formed during life. It has been clearly indicated by the researches done by Soviet psychologists that the human brain does not contain ready-made biologically inherited organs determining its mental activity, that it does not contain any ready-made mental functions. These findings have far reaching implications for organising education of the child and understanding learning processes. Children have to be provided such experiences early in life which should help them to develop active intellect using as much proportion of their brain as possible. In the present system of our class room teaching, children develop only the ability of memorising facts with very little understanding. Creative

mind can be developed in the class-room provided children are stimulated to think and inquire and are able also to produce new knowledge besides acquiring what is given to them through a variety of open-ended activities.

SOME DIMENSIONS OF MENTAL DEVELOPMENT

While dealing with the child as a learner, the teacher has to take into consideration a number of characteristics and dimensions of child's mental life. Some of the important dimensions that need the teacher's attention are given below :

(i) *Perceptions*

Child's sensory equipment is usually mature at the age of five, and he shows great interest in seeing, hearing, touching, smelling and tasting. But, although the child's first-hand knowledge of his immediate environment depends necessarily on his sense organs, his sensations do not automatically assume meaning. It is only through experience that his sensations become perceptions, and he is able to give meaning to his sensations. The perceptions of the child become more and more accurate through right kind of experiences. Without these experiences, the sensations are likely to be wrongly interpreted, and to that extent, he will be considered to have a poor knowledge of his environment. During his early childhood, the child is more likely to misperceive things and objects because of lack of experience. By the time he enters the primary school, he has gained enough experience. Yet he needs assistance to improve further his ability to perceive and to avoid misperceptions by having first-hand guided experiences and observations of objects, persons, and situations around him.

(ii) *Memory*

The experiences of the earliest years of child's life, though they may be quite important at that time, are generally lost to conscious memory. This is not the case with the experiences undergone during late childhood. The nervous system during this period is almost fully developed — the brain attains its full weight at about $7\frac{1}{2}$ years of age — and with it develops the ability to reproduce past experiences in later days of life. This characteristic has important implications for the education of the child. The educational opportunities provided to the child during the primary school years may have important bearing on the future life of the child. Hence there is a need to provide, at this stage, educational experiences that are known to instil in the child the ideas, attitudes, habits and values which are associated with the individual's success as a learner, as

a person, as a citizen, and as a worker. Effective use of school curriculum implies the provision of opportunities for such experiences.

(iii) Verbal Ability

There is very rapid development of the child's vocabulary during his early childhood, and by the time he enters primary school he has enough verbal facility to communicate successfully with others. He is able to use, during this period, complex and compound sentences of sufficient length. Teachers know well that individuals differ in the matter of verbal ability depending on the environmental opportunities to hear and use language with correct pronunciation and grammar. Each child possesses the neuro-muscular apparatus for the development of language. If suitable opportunities are provided to the child, his verbal ability can be developed quickly, which may ultimately help him to develop as a good learner.

(iv) Imagination

Imagination is an important mental function which plays a unique role in the development of culture, science and technology. Important developments in human life have been possible mainly as a result of creative imagination which every human being is endowed with. One of the important characteristics of child's mental life is that he is imaginative from the very early days of his life, and it is possible that if this important mental activity is utilized properly through education, it may help him to become creative.

A primary school teacher can correctly observe many of the behaviours of the child in terms of this aspect of his mental life. There are his make-believe plays, day-dreaming, love of fairy tales, imaginative explanations about things and use of exaggeration. The school has an important responsibility to provide suitable opportunities to children that will encourage them to use their constructive and creative imagination. The most useful activities in this connection are those which help children to "work out plans in their heads".

(v) Intelligence

Performance of the individual as a learner, as a person, as a citizen, and as a worker largely depends on the intelligence which he possesses. It may be pointed out here that intelligence, like any other mental ability, is developed through proper interaction with the environment. The teacher can hardly ignore this dimension of child's mental life when he is using his curriculum and planning his teaching learning strategies for the pupils.

The term intelligence is generally used to refer to mental operations

that are involved in solving problems which require forming of new associations, conceptualisation, dealing with symbols, particularly the abstract symbols, and reasoning. The term has often erroneously been confined to school learning alone. A child who is not able to do well in his studies is considered to have poor intelligence. But this is not true. A child who is not up to the mark in his studies may be much more intelligent in the practical tasks of life. He may be very intelligent, say, at making new things, or he may show marked intelligence in organizing social activities. Such children could be trained to become good craftsmen or good leaders of society.

During the primary school years, intelligence gradually develops as the child gradually deals with increasingly more difficult concepts and problems. But the intellectual level is yet to go much higher during adolescence, by the end of which it reaches almost its peak.

(vi) *Creativity*

Creativity which is another important dimension of mental life has been seriously neglected in our education. Since we give much emphasis on memory in learning, we tend to neglect the development of many important abilities like logical thinking, reasoning and problem-solving, and rarely, if ever, do we encourage creative thinking among children. It can hardly be overemphasized that creativity is the most important single ability which is at the root of human progress, and like many other abilities, it can also be developed at a young age. If neglected and discouraged during childhood, it, too, like any other ability, can get stunted and stifled.

In a general sense, creativity is the ability to think in novel ways so as to arrive at new and original solutions to problems. Most of the scientific inventions that we know of are the result of novel and original ways of thinking. Such ways of thinking are off the beaten track and may often be considered by ordinary men as silly and wild. Creative persons are always engaged in trying out new solutions to problems both in thought and action. It is through such an approach to everyday problems that they come out with novel and original solutions to problems. A falling apple set Newton thinking about the cause of the apple falling on the ground instead of going upwards after leaving the tree, and he came out with his world-famous theory of gravitation. Similarly, inventions like telephone, wireless, steam engine, electricity, aeroplane, etc., are the result of men's creative thinking. We can neglect the development of this ability among children only at the cost of our own future progress. Unfortunately, our teachers, perhaps unknowingly and unintentionally, extinguish the spark of creativity which is there almost in every child by the authoritarian attitude and stern behaviour

they show in the classroom. This sort of behaviour, on the part of the teacher, prevents children from raising new problems in the classroom and asking difficult and ticklish questions for fear of punishment. Through constant suppression of new ideas which often come to children in large numbers because of their inquisitive and curious nature, their creativity gradually gets stifled and they are turned into mere passive listeners and memorizers. Such a situation has got to be avoided if our primary school teachers want that their classrooms are turned into laboratories for exciting new ideas and original solutions to problems. Too much emphasis on mere listening and memorizing of facts is highly detrimental to the development of creativity among children.

(vii) Curiosity

Inquisitiveness or eagerness to know whatever is there around him is a very important characteristic of the child, and is something that needs to be encouraged in order to develop him into a good learner and also a good person, a good citizen, and a good worker. Incalculable harm to the future life of the child can be done by curbing his curiosity during the early years of his life. The teachers and parents who generally express their annoyance over the volley of questions that young children shower on them should understand that this is a natural and normal behaviour of the child, and should be encouraged.

Suggested Activities for Facilitating Mental Development

1. The child should be extensively exposed to situations wherein he can make vigorous use of his sense organs and motor parts through seeing, listening, touching, pulling, pushing and speaking. For this purpose, the activities should include reading, writing, narrating, observing, experimenting, doing manual work, and making educational trips.
2. In order to enable the child to imagine, reason out, think, do independent work, manipulate and improvise, he should be made not only to answer questions but also to question the answers, compare, contrast, apply, generalize and deduce.
3. The following activities would be desirable in view of the various dimensions of child's mental life :

    story making and story writing,
    essay writing on novel situations,
    picture completion,
    assembling parts of some dismantled object,
    modelling,
    arranging coloured cubes to form new designs,

quiz sessions,
'antyaksharis',
setting up of exhibitions displaying own preparations,
debates,
imaginary narrations, e.g., "If I were ...", "Had I been ...",
discussion on film shows or some radio talk,
collection of some novel things,
providing suggestions regarding some problem,
thinking about consequences of some happenings,
suggesting a variety of uses of some common objects, and
elaborating upon a given figure.

Relevance of Mental Development for Achieving the Developmental Objectives of Education

The development of the child as a learner is very closely related to the mental aspect of his personality. Some of the developmental objectives, which could be achieved if the teacher takes good care of the mental development of the child, are listed below (Appendix I):

1. Is able to acquire information. (LC-4)
2. Is able to memorise and retain facts. (LC-7)
3. Is able to observe accurately. (LC-10)
4. Is able to classify information. (LC-11)
5. Is able to analyse, relate and organise facts. (LC-12)
6. Is able to interpret and draw conclusions. (LC-13)
7. Is able to experiment with things and situations to find out solutions. (LC-14)
8. Is able to use imagination. (LC-15)
9. Is able to think independently and come out with ideas of his own. (LC-16)
10. Is eager to understand the physical and social phenomena and events in his environment. (LA-1)
11. Is eager to ask questions. (LA-2)
12. Likes originality and novelty in ideas and methods. (LA-5)
13. Welcomes healthy and constructive criticism of his views by others. (LA-6)
14. Uses acquired knowledge, skills and understanding in different situations of life. (LB-1)
15. Engages himself in reading extra books, newspapers and magazines. (LB-2)
16. Likes to be rational. (PA-7)

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CHAPTER VI

Emotional Development

EMOTIONS provide both colour and variety to human life. Various emotions like joy, frustration, affection, love, fear, worry, anxiety, anger, jealousy, hate, grief, elation, etc., make life so much enchanting and at the same time also so full of tears. Man can behave both as an angel and as a beast depending upon which emotions govern his behaviour. One of the serious shortcomings of our education is that we train intellect at the cost of emotions. If channelized in the right direction, emotions can play a very positive role in man's life. Love for what is good and disapproval and even hate for all that is bad, call into play both types of emotions that man is capable of showing.

Emotions have a physiological basis. When one behaves emotionally, there are many bodily changes that take place within the organism, which provide the needed energy for dealing with the situation with greater force and intensity. When one is overpowered by emotions, one loses all sense of proportion and his behaviour becomes irrational and also ineffective. When kept under reasonable control, emotions greatly help in effectively achieving the goal. Education of emotions involves learning to express them properly and also controlling them where necessary. If a person continues to remain under intense emotional state for a long time, his physical health is adversely affected. There is a direct relationship between behaviour disturbances such as sleeplessness, indigestion, body-aches, etc., and heightened emotional state. Quite a large number of problems that children face in their adjustment at home and school are due to poor emotional health often caused by prolonged frustrations and emotional tensions, which generally result from maltreatment of children by their parents and teachers. It is very important to see that these frustrations and emotional tensions are soon brought to an end by providing children with suitable outlets. Love and sympathy are very important for children who are feeling frustrated and are under some kind of emotional tension. As children generally express themselves emotionally, teachers have to treat them with great understanding. They should take care that children's feelings are not hurt by

anything which they say or do to them. It is also important to see that children are not made to face unnecessary fears, failures, and frustrations as a result of poorly planned school programmes which may take away their freedom and put them under undue pressure. The programmes should be such as would encourage them to freely participate in various activities and give them an opportunity to experience a sense of importance and self-worth. There should be more opportunities for children to experience success in what they are doing. From their interactions with the teachers they should be able to develop a sense of security. What is important for the teachers to remember is that they should be sympathetic towards all pupils, and should not discriminate among them.

DIMENSIONS OF EMOTIONAL BEHAVIOUR

Some important dimensions of emotional behaviour which the primary school teacher should be concerned with while dealing with children are discussed below :

(i) *Emotional Control*

Grown-up persons are normally able to control the outward expressions of their emotions, especially the unpleasant ones like fear, anger, and jealousy. They rarely resort to sudden outbursts of emotions which are quite common among young children. Instead of being led away by their emotions, the grown-ups are able to exercise sufficient restraint over them. They are not impulsive like young children. Emotional control is necessary for self-discipline, socialization, and social cohesiveness.

During the primary school years, children discover very soon that violent expressions of emotions, especially of the unpleasant ones, are not socially acceptable. They begin to realize that emotional outbursts are regarded as childish, running away in fear is indicative of 'cowardice', and hurting others out of jealousy is poor sportsmanship. As a result, the child, during this period, acquires a strong motivation to learn to control the outward expressions of his emotions. At home, however, there is not the same strong motivation to control one's emotions, and the child frequently expresses his emotions as forcibly as he can. Both the parents and the teachers will do well to use every opportunity to foster emotional control among children and guide them as and when necessary.

(ii) *Emotional Stability*

Emotional stability is another important characteristic of balanced emotional behaviour. A young child has a tendency to frequently swing between extremes of emotions. His emotional reactions to various situa-

tions are also disproportionately strong, unlike a grown-up person who is normally quite stable emotionally. Due to this stability the grown-up is more consistent in his emotional behaviour and is comparatively predictable with regard to his emotional reactions.

During late childhood, though the child is more stable than what he was during his early childhood, he is not as emotionally stable as a grown-up person. Ups and downs in the emotional states are still quite common in his behaviour. He has to grow up further in this respect. For this purpose, he needs appropriate experiences and guidance which it is possible for the school to provide through a variety of curricular and co-curricular activities, and personal examples of behaviour of the teacher himself.

(iii) Emotional Independence

As the child grows up, his behaviour should be characterized by emotional independence. Emotional independence implies the ability to stay away from near and dear ones without feeling unduly worried. Those who do not develop this quality at a comparatively young age find it difficult, when they grow up, to stay away from the physical and social environment in which they have lived. They feel emotionally disturbed if removed from their moorings. A young child is evidently emotionally dependent on his parents and likes to keep himself all the time tied to the apron-string of his mother. But during the primary school years there is progressively a marked reduction in his emotional dependence on parents. He is now seen keeping away from his parents enjoying the company of his peers for long hours. Though the parents generally disapprove of this change in the child's behaviour, this in fact is a healthy indication of the child's gradual progress towards the goal of emotional maturity which is achieved by him when he is an adult. Emotional independence, hence, is something to be encouraged rather than discouraged. The school provides ample opportunities to build new interests and relationships which may help the child to gain emotional independence.

(iv) Frustration Tolerance

Frustration is an emotionally disturbed state which occurs when there is thwarting of motivated behaviour directed towards a goal. The child experiences frustration when he is prevented from doing what he wants to do, or accomplishing what he wants to accomplish. This frustration shows itself in the form of annoyance or anger or even physical aggression. A young child may feel frustrated when, for example, he is not allowed to go out and see what is happening outside or is unable to make an object work or when he is frantically trying to achieve something beyond his capacity. As he grows, the child may experience frustra-

tion when he finds himself constantly thwarted by his parents, teachers, or others in authority in his desire to achieve independence. There are many other annoyances or irritations which are frustrating to the child. Sometimes they are due to the way people behave with him, at others they are the result of his own behaviour. If annoyances are too frequent, they affect the child's mental health adversely.

Some children, when frustrated, behave in an aggressive manner by striking out at the offending object or person, while others behave more passively by withdrawing from the field. In situations where adult authority and discipline are absent, aggressive reactions are more frequent and also more violent. It is important to note, however, that our day-to-day life cannot be altogether free from frustrations. Minor frustrations are a part of life and one should accept them as a normal experience of life. The child should however be helped to learn how to cope with these day-to-day frustrations without being emotionally disturbed. During the primary school years, much can be done to minimize the frustrations of the child and develop in him tolerance for frustration.

(v) Emotional Conflict

The state of emotional conflict is created when the choice between two equally pressing but incompatible desires becomes difficult. Both the desires thus remain unfulfilled for some time keeping the individual tense and unhappy till the conflict is resolved. If this stage persists for long, it may cause serious emotional problems for the person.

A common situation in which the child will experience an emotional conflict could be when, on the one hand, he wants to work hard on his lesson to get good grades and, on the other, does not want to displease his friend who wants to take him for an outing. Or, when he feels impelled to do a thing which his parents or teachers do not want him to do.

The above discussion on the dimensions of emotional behaviour should make it clear to the teacher that there is need to help the child to grow into an emotionally healthy person which is very important for achieving success in other spheres of life.

Emotional health implies that a person regards himself as happy, efficient and socially useful and has minimum of such problems as worry, anxiety, fear, depression, aggressiveness, etc. There are a number of behaviour symptoms like nail-biting, bed-wetting, day-dreaming, temper-tantrums, etc., which point to the presence of emotional ill-health on the part of a child. A teacher should take the cue from such symptoms, and immediately start doing something to help the child. He should first try to minimize their fears and anxieties by being sympathetic to them, and then show greater affection and a genuine desire to help them overcome

their difficulties. He can also help them by providing situations for the sublimation of their emotions. Sublimation is a way of channelizing harmful emotions into socially desirable modes of behaviour. For example, the emotions of hate and aggressiveness may be provided such channels for expressions as hate for acts of injustice and tyranny in society. Similarly all unhealthy and negative emotions can be turned to use by channelizing them into useful directions. Many of the school activities like group competitions, music, dance, drama, painting, games provide ample opportunities for the sublimation of emotions for school children.

ACTIVITIES FACILITATING EMOTIONAL DEVELOPMENT

Emotional development takes place as a result of the actual life experiences that the child has during the formative years of his life, specially in early childhood. The parents' and teachers' handling of the child, specially in situations which involve emotional reactions, plays a very important role in the development of the child's personality. Whether the child will grow to be a loving and cooperative individual or whether he will develop aggressive and unfriendly qualities depends to a great extent on how he has been treated by adults during the period of his growth. A teacher who is sensitive to the needs of the child and recognizes and appreciates the motives underlying his emotional reactions can handle him successfully, and can channelize his unhealthy emotions in more constructive directions. A general atmosphere of friendliness and affection pervading in the classroom will go a long way in creating a climate for healthy emotional development of the child. In specific instances the teacher should show regard and consideration for the individuality of the child so that a rapport is established between the teacher and the child which again is a prerequisite for the healthy emotional development of the child. There are many activities which can be arranged for this purpose. Games and sports, when properly planned and supervised, may help children to express their emotions in a healthy manner. Music, dance, drama, one-act plays, excursions, hobby clubs, care of pets, etc., also contribute to the emotional health of the child.

A teacher should not forget that his own behaviour which is marked by friendliness, affection, sympathy, kindliness and impartiality towards his pupils is one of the most valuable means for healthy emotional development of the child, as it makes children free from unnecessary fears and anxieties that plague them during their school life.

While judicious punishment given for the wrongs done by children in the school can have a salutary effect on the behaviour of the child, punishment which is disproportionate to the fault and is wrongly timed, or wrongly placed can do incalculable harm to the emotional life of the

child. Similarly, instilling constant fears of, say, examinations, failure, and punishment also have an unhealthy effect on the emotional life of the child and hence should be avoided. These fears develop in the child a sense of insecurity and emotional unrest.

It is important for the teacher to remember that pupil's achievement in school is influenced to a considerable extent by emotional factors and hence it is necessary for him to pay much heed to this aspect of child's life. An unhappy and emotionally disturbed child in the classroom can completely miss his lessons and become a poor achiever in the long run. It is not only obligatory on the part of the teacher to see that whatever unhappiness the child brings from home is overcome at school, but it is also essential for him to see that he provides a climate in the classroom which would be conducive to healthy emotional life of the child. Happy inter-personal relationships particularly between teacher and the pupils, and also among pupils themselves need to be built in order to develop among children a feeling of security and self-confidence. The social climate of the school should be characterized by a healthy permisiveness and reasonable informality, so that children are able to express themselves more freely and participate in the school activities more vigorously.

Relevance of Emotional Behaviour for the Developmental Objectives of Education

If the teacher takes proper care of the various dimensions of child's emotional behaviour, he will find it easy to achieve many of the developmental objectives listed in Appendix I, particularly those related to the child's development as a person and as a citizen.

Examples of some such objectives are given below :

1. Welcomes healthy and constructive criticism of his views by others. (LA-6)
2. Understands his own strengths and weaknesses. (PC-4)
3. Possesses self-confidence and courage. (PC-5)
4. Appreciates what is beautiful. (PA-3)
5. Appreciates what is true. (PA-4)
6. Appreciates the views of others. (PA-6)
7. Likes to be rational. (PA-7)
8. Behaves courteously. (PB-1)
9. Tries for continuous self-improvement. (PB-2)
10. Controls the unhealthy and destructive impulses which he may sometimes experience. (PB-4)
11. Copes with his sorrows, disappointments and anxieties in his day to day life. (PB-5)
12. Expresses his emotions and feelings in a socially acceptable manner. (PB-6)

13. Appreciates the importance of good social relationships. (CA-1)
14. Dislikes injustice in any form. (CA-5)
15. Is sensitive to the sufferings of the weaker sections of the society. (CA-6)
16. Extends his help and cooperation to others. (CB-4)
17. Tries to settle the differences amicably. (CB-7)
18. Likes to cooperate with others in work. (WA-3) ☐☐

CHAPTER VII

Social Development

THE social aspect of personality plays a very important role in man's life both for individual happiness and social usefulness. Man's social behaviour is important both for his healthy adjustment in the society, and in order to achieve and maintain effective social relationships. Attitudes, habits and skills are formed early in life and determine child's characteristic reactions to people and his activities. Whether the child will respect his elders, love those who are younger to him, particularly his own brothers and sisters, get along well with his friends, favourably impress others whom he meets in the ordinary course of life, and so on and so forth, will depend mainly on what kind of social personality he has developed as a result of his training at home and education in school. Both the home and the school play a decisive role in the development of child's social personality.

The early years of child's life are very important from the point of view of his social development. His socialization takes place during this period and social habits and attitudes which are formed as a result of interaction with the people around him persist throughout life. The teacher should be aware of how the social personality of the child develops and what factors are involved in it.

When the child is born, he is neither social nor unsocial and certainly not anti-social. It is only the experiences and opportunities to which he is exposed in the formative years of his life that make him what he ultimately becomes in this regard. Normally, by the time the child enters school, he is no longer a self-centred individual. He shows enough interest in the wider environment around him which includes objects, events and people. His participation in group activities is quite marked. Manifested in his behaviour are social characteristics like sharing things with others, cooperation, friendliness, social interaction, leadership and the like. It is necessary to see that the child is continuously helped to have experiences which would strengthen these characteristics.

Considering the role of different agencies which influence the child's social development, the role of school is unique. A school is essentially

an institutionalized social unit. It is rightly considered as society in miniature. Over and above, the school is expected to serve as a model of an ideal society that incorporates all that is good in it. Experiences relating to such behaviours as cooperation, mutual regard and respect, fellow-feeling, healthy competition, leadership and discipline in all matters of life are to be provided by the school for the healthy development of child's personality. How far the school is able to carry out this important task will largely depend on the teacher. For this, it is necessary that he fully understands the various dimensions of social behaviour.

SOME DIMENSIONS OF SOCIAL BEHAVIOUR

(i) Altruism

The child by nature is largely self-centred. He wants everything for himself, and is very jealous of his possessions. As he grows, he rises above this ego-centredness and develops regard for others. Instead of keeping his own interests above everything else, he normally starts taking into consideration the interests of others also. First, the child identifies himself with the members of his family, then with his peer group, then with his school, then with his own community, then with his country, and finally with humanity at large. A person who fails to rise sufficiently above his egoistic nature even when he has grown up, does not deserve to be called a socially mature person. This altruism, or regard for others, is fundamental for child's development as a social being.

During the period of primary education, the child is able to overcome his ego-centredness and share his things with his peer group. He is, to some extent, ready to even sacrifice his own interests for the interests of the group he belongs to. A child who is not satisfactorily moving toward altruism deserves the special attention of the teacher.

(ii) Cooperativeness

An important dimension of social behaviour is to work together in a group and enjoy it too. Group work can be satisfying only when the members of the group work harmoniously with one another. Each individual is to contribute to this harmony if group work is to yield results. The teacher has to see that children learn to work cooperatively with one another and are able to appreciate the good results of cooperative work. There has to be a continuous give and take, and a readiness to help those who lag behind or are not proficient enough to contribute as much to the group activity as others are able to do. If group work is handled properly, qualities of tolerance and patience are sure to develop.

The child should be encouraged to contribute to group work at all the three stages namely, planning, execution, and evaluation. This kind of training will help the child in successfully playing his role as a citizen and as a worker.

(iii) Friendliness

Ability to make friends and have intimate friendly relations with a selected number of persons is essential for the social and emotional maturity of the child. Most of the children do succeed in making friends. Some are quick in this respect, while others are relatively slow. Occasionally a teacher may find in his class a child who has special difficulty in making friends. Such a child is likely to be isolated and then feel unhappy. He will lose many an opportunity for the enrichment of the social side of his personality. A teacher can help him by finding a friend for him and developing friendship between the two.

(iv) Self-control and Social Etiquette

Unrestrained expression of urges and impulses is not considered desirable for a healthy social life. Some kind of restraint over one's own emotional expressions is essential for living a healthy social life. If one gets too angry on slight provocations or frequently becomes aggressive, he cannot get along well with others. Manners that do not hurt the feelings and self-respect of others are an essential ingredient of good social behaviour. It is necessary to maintain one's own self-respect in society by conducting oneself well. The teacher should be able to help the child in this regard, so that he may develop a good moral and social self.

(v) Dependability

Whether an individual can be relied upon, in other words whether he is trustworthy, is an important quality which matters much in our social relationships. There are people about whom we can never be sure of what they say or do. They just cannot be trusted. Such persons may also prove to be very dangerous as they can land their friends into trouble. At the school stage there is much that can be done to develop in the child the qualities of dependability and trustworthiness.

(vi) Helpfulness, Sympathy and Social Service

There are certain personality traits which have a universal appeal and are considered to be the hallmark of a good person and a good citizen. They not only enrich the individual's personality, but also sweeten the stream of social life. Helpfulness, sympathy, and social service are some such traits. Fortunately, these traits can be developed through

proper training. School can provide ample opportunities for the development of these traits.

(vii) *Leadership*

Leadership is a quality which is of great value both to the individual and the society. It shows itself in all forms of activity and at various levels. Those who are capable of taking initiative and can plan and organize group activities, and can take others along with them are said to possess leadership qualities. During childhood, specially late childhood, qualities of leadership begin to manifest themselves in the behaviour of the child. School programmes of different types provide young children many opportunities to play the role of a leader. Children with different types of interest and temperament show leadership qualities for different types of situations. A child who is a good leader in sports and games may not be necessarily a good leader in, say, dramatics and debates. Children who excel in social relationships and gain popularity among their peers are the future social and political leaders of the society. The teacher should be able to identify from among his pupils the potential leaders in different fields and train them to become successful leaders as they grow up. Often it will be found that there are quite a large number of pupils who can be trained for leadership in different fields.

Activities which Facilitate Social Development at the Primary Stage

For developing among the primary school children the characteristics of social behaviour described above, a variety of curricular and co-curricular activities can be profitably organized by the the teacher.

A. *Curricular Activities*

Many curricular areas like language, science, social studies, health and hygiene, the arts, and socially useful productive work (SUPW) can be most fruitfully exploited for inculcating among children various desirable social traits. By acquainting children with the lives of great men who have been the embodiments of good social qualities, and by engaging children in a variety of social activities based on the school curriculum, teachers can help pupils acquire desirable social traits, habits, and attitudes. Such activities as group discussions, debates, group competitions, group projects, educational excursions and the like can be of great help in this regard.

B. *Co-curricular Activities*

There are a number of co-curricular activities which can be organized in the school, depending upon the availability of time and resources, for

healthy social development of the child. Some of these activities are listed below :

    (i) Morning assemblies where children may be given an opportunity to speak for a short time on themes related to their educational, social and moral life.

   (ii) Student self-government.

  (iii) School cooperatives dealing in articles of daily use like books, stationery, etc.

  (iv) Book bank and stationery bank to help poor children.

   (v) Monitorship and class representativeship to provide opportunities for leadership to children.

  (vi) Associations and clubs for drama, debate, music, etc.

 (vii) Educational camps and educational tours.

(viii) Scouting, Girl-guiding and Junior Red Cross.

  (ix) First Aid.

   (x) Social service groups to provide help to those who need it.

  (xi) Training in observing traffic rules.

 (xii) Discipline committee involving pupils as members to look after maintenance of discipline and decorum in day to day school life, such as standing in a queue, maintaing silence when the classes are in session, etc.

(xiii) Group games involving students in their management.

(xiv) Exhibitions displaying students' work.

 (xv) Handling of small services like serving drinking water, observing classroom cleanliness, etc.

(xvi) Guidance to school visitors.

(xvii) Lost and found service.

(xviii) Community service on special occasions like floods, cyclones, and other emergency situations.

(xix) Celebration of national festivals and school functions.

 (xx) Guidance to help solve social problems like isolation, student conflicts, anti-social behaviours, etc.

Relevance of Social Behaviour for the Developmental Objectives of Education

The various developmental objectives of education at the primary stage, especially as they relate to the development of the child as a person, as a citizen, and as a worker, cannot be achieved through the teaching of textbooks alone ; they can be achieved by encouraging children to participate in a variety of activities which call for the use of qualities and traits which are essential for a good person and a good citizen to possess. Abilities and traits develop only when opportunities are provided for their use in the day-to-day situations of life. Reading

of books helps only in the development of a limited number of abilities like memory, comprehension, thinking, etc. The teacher will himself notice that the developmental objectives such as the following cannot be achieved simply by reading books. The achievement of these objectives requires a different type of teaching-learning arrangement where children are provided opportunities to become active partners in the process of learning. There is an old Chinese proverb which says :

'I hear and I forget'

'I see and I remember'

'I do and I understand'

The teacher will do well to remember this proverb and also act upon it.

Developmental Objectives Related to Social Development

1. Is eager to help the weak and the needy. (PA-2)
2. Does not dislike people only because they are different from him. (PA-5)
3. Appreciates the views of others. (PA-6)
4. Appreciates the value of self-help and self-reliance. (PA-8)
5. Behaves courteously. (PB-1)
6. Expresses his feelings and emotions in a socially acceptable manner. (PB-6)
7. Knows that people belonging to different castes, religions and socio-economic strata are equal in the eyes of law. (CC-4)
8. Knows that we live in a country which believes in secularism, democracy, and socialism. (CC-5)
9. Dislikes injustice in any form. (CA-5)
10. Avoids causing inconvenience to others. (CB-5)
11. Extends his help and cooperation to others. (CB-4)
12. Participates in activities related to community development. (CB-6)
13. Tries to settle the differences amicably. (CB-7)
14. Participates enthusiastically in group activities as a leader and a follower. (CB-8)
15. Likes to cooperate with others in work. (WA-3)

CHAPTER VIII

Moral Development

ONE of the fundamental distinctions between the man and lower animals is that man can use his judgement in deciding what is right and what is wrong. The basis of such a judgement is man's moral sense which develops as a result of training during the period of growth and development. Through a variety of experiences in his day to day social life, the child learns what is good and what is bad, what the society approves and what it does not. The process of character building, thus, starts as a result of what the child sees and experiences first at home and then in his immediate social environment. Behaviours which relate to honesty, integrity, truthfulness, righteousness and self-control including sex are those which concern our moral life and which the child learns as a result of his interaction with the society in which he lives. The standards and norms adopted by people at home and in the immediate environment significantly influence the child in shaping his moral behaviour.

Since moral behaviour involves a kind of control on one's impulses which necessitates denial of certain pleasures and gains that would otherwise be available to the child, the natural tendency of the child is to try to bypass the social controls whenever it is possible, and take recourse to such behaviour as would satisfy the pleasure-seeking impulses and provide him an easy access to material advantages of life. Character building, thus, becomes a rather difficult and slow process as it involves continuously helping the child to develop a conscience which he would need to possess in order to take the right decisions in life, even under trying situations. Unless a systematic and continuous effort is made by the home and the school to develop in the child a moral conscience by setting before him examples of high character, development of good moral character in the child will remain only a pious wish. What makes the development of character among children particularly difficult is the prevalence of double standards of morality among the people in general. We hardly practice what we preach. We follow different standards of behaviour in our private and public life. These double standards of behaviour are observed by the child first with amazement and then with

acquiescence and, hence, the efforts made by the school to teach morality to our students become a matter of ridicule for many There is always a conflict in the mind of the child with regard to his own moral behaviour, and he finds himself torn between the two choices which are open to him. The fact however remains that both the home and the school have to continue their efforts to develop in the child good moral character so that the society can be saved from falling into the dismal abyss of characterlessness. It would be doom's day when the moral edifice of man completely collapses.

It may be pointed out here that moral sense is not a natural endowment of man. The human child, at the time he is born, is neither moral nor immoral. He is what may be termed amoral, that is, his behaviour has nothing to do with morality as such. It is only as a result of the various kinds of influences in social life that the child later becomes moral or immoral. This means that the child has the potentiality to become moral or immoral, and it will depend on the nature of the experiences and training to which he is exposed as to what kind of person he will ultimately develop into. From all this, it follows that the school, being an institution of the society, has an important role to play in helping the child to develop a healthy moral self.

Moral development should not only result in fostering in the child moral values but also a genuine desire to do what is right and avoid what is wrong. In other words, moral behaviour has both cognitive and conative aspects. Efforts for the moral development of children should be directed at both these aspects. Unfortunately, more emphasis in education is laid on knowledge about moral values, with little emphasis on how the child has to put this knowledge into action.

In a sense, moral development is an important dimension of social development. What is right and what is wrong has always a social relevance and is determined on the basis of the moral code of the social group in which the behaviour takes place. The child, as he grows, gradually accepts the mores, standards, and values of social group and develops the ability to conduct himself according to the given mores, standards, and values of the society. He applies those controls on his behaviour which he considers essential for his healthy adjustment in the society. The difficulty arises when the norms of the society are being flouted by a large number of people with impunity. The controls are then easily set aside and laxity in behaviour results.

Before the child enters the primary school, that is, during his early childhood, he is not in a position to apply his own judgement as to what is right and what is wrong. But he knows that certain actions are labelled 'good' and certain others 'bad'. That guides his behaviour. When the child enters school, one important development which takes place is that

the child conducts himself according to what is approved and what is not approved by his elders, but more particularly, by his own peer group. He conforms himself to those standards of right and wrong which are practised by the group. When he must make a choice between the moral standards set by his parents and those of his friends, he is more likely to go by the latter. The school life being essentially a group life, the teacher can successfully exploit the situation and inculcate among children desirable moral values.

The moral values established during the primary school years are likely to remain fixed throughout life and influence his behaviour in adulthood much as they do in childhood. The moral values that are most highly valued by the peer group are less likely to lose their hold on the child with age than moral values not so highly valued by the group. The teacher should try to see that a climate of good moral behaviour is created with the efforts of children instead of trying to inculcate these values among them individually.

DIMENSIONS OF MORAL DEVELOPMENT

Moral development of the child implies inculcation in the child of a number of moral qualities for which curriculum provides ample opportunities. Following are some of the important moral qualities which need to be attended to in schools :

Honesty in words and deed,
Truthfulness,
Self-respect and a desire to respect others,
Righteousness,
Self-control,
Duty consciousness,
Compassion.

Activities and Other Measures for Facilitating Moral Development

Though the development of moral behaviour in the child is the outcome of a variety of influences emanating from the home, the school, and the social environment, the school plays a very important role in the modification of child's behaviour including moral behaviour for the simple reason that at school the child is provided many experiences which have been planned to achieve the desired objectives. Through the use of various curricular and co-curricular activities and other measures which a teacher can successfully utilise for fostering among children various moral qualities, the school can do a great deal in shaping the moral behaviour of the child. Many opportunities are available to the teacher while teaching different subjects like social studies, language, and science

to inculcate among children many moral qualities like honesty, truthfulness, uprightness, love, sacrifice, self-control, etc. Poetry is a very good medium through which children can internalise many good ideas in their thinking. These ideas may then guide their actions. Children generally love to repeat the lines of poetry, especially when they are emotionally stirred by them. It is through this repetition that some of the good ideas contained in poetry get embedded in their thinking and subsequently influence their behaviour throughout life.

Co-curricular programmes in schools also provide many opportunities for appealing to the moral sense of children. Dramas, games, and sports do provide situations which have implications for moral judgment and moral action. Teachers may exploit such situations for healthy moral development of the child. Social service programmes for community service can provide direct training to children to behave as good persons and good citizens in a moral sense. Some schools organise 'lost and found services', 'students' panchayats', 'book banks', 'examinations without invigilation', etc. which too go a long way in building the character of children.

Nothing can, however, be more helpful in shaping the child's moral behaviour than the teacher's own conduct. He has to set a high standard of moral behaviour before the child. The child will lose faith in moral values if he sees his own parents and teachers adopting a low moral standard. What parents and teachers do in their everyday life has a lasting effect on the minds of children and a teacher has no option but to set good example of moral behaviour before his/her pupils. Children who are led astray by outside influences can be helped by teachers to improve their behaviour provided the teachers themselves possess high moral standards of behaviour.

Grade-wise Learning Experiences for Moral Development

We can list out a few learning experiences which may help in the development of moral values among primary school children. These experiences can be easily provided by the teacher in his day-to-day work.

For grades I and II, the following learning experiences may be used :

(i) Story telling.
(ii) Discussion based on pictures.
(iii) Discussion based on songs.
(iv) Discussion based on films and film strips.
(v) Dramatisation and role playing.
(vi) Games.

For grades III, IV and V some more experience may be provided, such as :

(i) Visits to places of religious importance.

(ii) Preparation of scrap books.

(iii) Preparation of drawing sketches.

(iv) Celebrations of festivals.

Relevance for the Developmental Objectives

Fostering moral qualities among children will help to achieve many of the developmental objectives of education at the primary stage, particularly those pertaining to the development of the child as a person and as a citizen. Some examples of the developmental objectives are given below :

1. Possesses self-confidence and courage. (PC-5)
2. Has respect for life in its various forms. (PA-1)
3. Appreciates what is true. (PA-4)
4. Likes to be rational. (PA-7)
5. Behaves courteously. (PB-1)
6. Controls the unhealthy and destructive impulses which he may sometimes experience. (PB-4)
7. Acts courageously for a good cause. (PB-7)
8. Knows the main teachings of different religions. (CC-7)
9. Dislikes injustice in any form. (CA-5)
10. Is sensitive to the sufferings of the weaker sections of the society. (CA-6)
11. Performs his duties with responsibility. (CB-3)
12. Extends his help and cooperation to others. (CB-4)

Attitudes and Values

In the preceding chapter we have seen how moral development is closely related to character development. What underlines character development is the development of right attitudes and values. In fact, character has been defined as "a persisting pattern of attitudes and values" which produce a rather predictable kind and quality of behaviour. It may thus be observed that our attitudes and values play an important role in the formation of our character and personality. The attitudes and values that we develop as we grow from childhood to adolescence largely determine our behaviour in different situations of life so much so that it may appear that we are born with them. But it is important to note that our attitudes and values are the result of those recurring experiences to which we are exposed during the formative years of our life, especially during early and late childhood. It is through the process of internalization that we unconsciously go on imbibing ideas and feelings that our parents and the members of the community hold and consistently demonstrate in their day-to-day life. Where these ideas and feelings are positive in nature, the child also develops positive attitudes which are expressed in the form of liking or even love. In those cases where they are negative, the child also develops negative attitudes which are expressed in the form of dislike and even hate. The intensity with which positive or negative feelings are expressed by parents and others for objects, groups of people or institutions determine in the long run how intensely the child will feel about them, positively or negatively.

It is unfortunate that, as we grow, we develop, as a result of our background and training, negative attitudes towards people who are different from us in matters of caste, community, religion, language, colour, etc. We do not seem to realize that these differences are in fact our own creation and have no real basis.

The development of attitudes begins early in life. The child sees the behaviour of his parents in situations where they have to deal with others or express ideas about important matters like religion, use of language, caste and the like. Parents being the main source of love and affection

for children, the child blindly follows what his parents say or do, and, through imitation, he also gradually learns to behave in the same way as his parents and others close to him behave. The child is hardly in a position to critically evaluate and judge the behaviour of his parents. Therefore, his own behaviour is patterned after his parents and others with whom he comes in close contact. The attitudes get hardened as the child grows, unless, of course, certain liberalizing influences are brought to bear on him. The things that he would value in life are also determined by the values held by the family. If honesty, truthfulness compassion, kindliness, politeness, and similar other qualities are valued at home, the child too is likely to hold these values in high esteem. Positive attitudes and desirable values often go together.

DIMENSIONS OF ATTITUDES

All attitudes have either a positive or negative direction. The more they move from a middle position towards either end, the more strong they become. While strong positive attitudes will be characterized by excessive positive feelings shown in the form of intense liking and even love, strong negative attitudes will be characterized by excessive negative feelings bordering on hatred. Listed below are a few attitudes which may have some relevance for education at the primary stage, and which a primary teacher should try to foster among children :

(i) *Attitude towards Life in its Various Forms*
This attitude should be characterized by respect, love, compassion, sympathy, helpfulness, etc., for all living things. When developed, it will result in the child holding such values as non-violence and kindness to the weak and the needy.

(ii) *Attitude towards Fellow-beings*
It should be marked by feelings of friendliness, brotherhood, love, sympathy, respect, faith, and understanding. Positive attitude towards fellow-beings will lead to the value of fraternity.

(iii) *Attitude towards Differences between Man and Man on Socio-economic, Linguistic, Religious, and Regional Basis*
A spirit of tolerance and respect for differences is essential to live a healthy social life. An attitude characterized by a belief that what is different is not something which should be regarded as bad, has got to be developed among children at a comparatively young age. This will lead to the value of secularism and equality.

(iv) Attitude towards Manual Labour .

It should be characterized by a positive approach towards manual work and hard physical labour.

(v) Attitude towards Cleanliness and Orderliness

A positive attitude towards cleanliness and orderliness needs to be developed. This will lead to healthful living.

(vi) Attitude towards the Country

A positive attitude of love for the country without implying any negative feelings for other countries should be developed. This should lead to the value of love for the motherland, besides respect for other nations.

(vii) Attitude towards Home and School

It should be characterized by liking, love and respect for parents and teachers and also respect for knowledge and love for the institution.

Activities and Other Measures for Facilitating Attitude Development

As discussed earlier, attitudes are primarily affective in nature. They are formed as a result of repeated associations of pleasant or unpleasant feelings with various objects, persons, ideas and situations. For the primary teacher, it implies that in order to foster appropriate attitudes in children, he should organize those curricular and co-curricular activities which can help in forming appropriate associations between the feelings of children and the various objects, persons, situations and ideas towards which attitudes are to be developed. In this context, more important than the activities as such are the efforts that are directed at establishing those associations at appropriate moments.

Most of these activities can be particularly woven around the curricular areas of social studies, language, environmental studies, and socially useful productive work. A number of other measures are also likely to help in the matter of attitudinal development. A list of those activities and measures is suggested below :

1. Organizing group and cooperative projects,
2. Organizing group games,
3. Organizing school panchayat,
4. Daily morning school assembly,
5. Celebration of National Days and Festivals,
6. Organizing camps,
7. Screening of appropriate films,
8. One-act plays and dramas,
9. Bringing to the attention of children the main teachings of

various religions, scriptures, and religious persons,

10. Looking after the cleaning of school campus and class-rooms,
11. Looking after the school garden,
12. Social service programmes including 'shramdan',
13. Scouting and girl guiding,
14. Socially useful productive work,
15. Celebrating festivals of different communities,
16. Educational trips and excursions,
17. Rearing and domesticating animal pets,
18. Visiting slum areas and other backward areas and observing the sufferings caused by social injustice,
19. School and community get-together,
20. Visits to places of community services like post offices, railway stations, cooperatives, farms, textile mills, etc.
21. Teacher's own behaviour and personal example for reinforcing proper attitudes among children,
22. Guidance and counselling to bring about attitudinal changes in children who hold wrong attitudes towards self, school, community, country, and fellow-beings.

Relevance of Attitudinal Development for the Developmental Aims of Education

Attitudes play an important role in determining the behaviour of an individual in various situations of life and in playing his various roles as a learner, as a person, as a citizen, and as a worker. In order that the child successfully plays these roles, the teacher has an important responsibility to help the child to develop proper attitudes. The developmental objectives of education can be achieved if proper attitudes are formed.

Some of the developmental objectives which are related to attitudes and values are given below :

1. Welcomes new ideas and enjoys discussing them with others. (LA-4)
2. Likes originality and novelty in ideas and methods. (LA-5)
3. Welcomes healthy and constructive criticism of his views by others. (LA-6)
4. Has respect for life in its various forms. (PA-1)
5. Appreciates what is beautiful. (PA-3)
6. Appreciates what is true. (PA-4)
7. Does not dislike people only because they are different from him. (PA-5)
8. Appreciates the views of others. (PA-6)
9. Appreciates the value of self-help and self-reliance. (PA-8)

10. Appreciates the importance of good social relationships. (CA-1)
11. Appreciates the value of country's freedom. (CA-2)
12. Appreciates the cultural heritage of his country. (CA-3)
13. Dislikes injustice in any form. (CA-5)
14. Is sensitive to the sufferings of the weaker sections of the society. (CA-6)
15. Respects manual work. (WA-1)
16. Appreciates work well done. (WA-2)
17. Likes to cooperate with others in Work. (WA-3)
18. Appreciates the value of creative expression in work. (WA-5)

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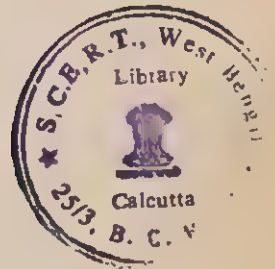
Needs, Motives and Interests

WHY a child behaves as he does, is an important question both for the parents and the teacher. An understanding of all the factors which determine child's behaviour in his day-to-day life should go a long way in helping parents and teachers to deal with children more effectively and help them in their proper growth and development.

It is now generally agreed that the behaviour of the child both at home and the school is largely determined by his needs, motives and interests. The child has a number of physiological and psychological needs which impel him to behave in a certain way in order that they are fulfilled. Similarly, there are motives which impel him to action. Also there are his interests which govern a good deal of his behaviour. Education becomes a much more interesting and meaningful activity for the child, if the teacher takes care of his needs, motives, and interests. An education which is not based on needs, motives, and interests of the child, is often dull and devoid of any real meaning to him. In the present chapter, we shall try to bring out some of the more important needs, motives, and interests of the child for the benefit of the teacher. An attempt will also be made to show how they help in the healthy development of child's personality when properly handled.

EXPLANATION OF TERMS

In simple words, a need is a psycho-physical condition accompanied by a feeling of some lack or deficit. Thus, the need for food, for example, is a physiological condition which is caused due to lack or deficit of certain ingredients which are found in food. Similarly, the need for water, oxygen, elimination of body-waste are important physiological needs which are fundamental to life. Besides physiological needs there are needs which operate at a covert level and are psychological in nature. Need for love, for example, is a psychological need which is a very strong need among children. The child feels very much uncomfortable and sometimes emotionally disturbed if the need for love is not fulfilled. Owing to

some lack or deficit experienced by the child within him due to non-fulfilment of a particular need, he is driven to action to see that the need is fulfilled, and the disequilibrium caused by the experience of a lack or deficit is overcome and normal behaviour restored. So long as the need is not fulfilled, the behaviour of the child shows signs of disturbance and his whole 'self' gets affected. Thus, meeting the physiological and psychological needs of the child becomes an essential part of helping the child in his proper growth and development.

Needs also give rise to motives. The term 'motive' refers to the underlying conative urge which accompanies the felt need which is to be fulfilled. 'Motive' literally means that which tends to initiate movement. Thus, while the term 'need' refers to some kind of lack or deficit, which the child experiences, 'motive' refers to the conative aspect of need fulfilment. In a sense, the need which gets activated becomes 'motive'. This means that we can speak of a motive corresponding to each need. For example, corresponding to the need for food is 'hunger' and corresponding to the need for water is 'thirst'. Actually the two terms, namely, needs and motives are often used interchangeably.

The term 'interest' refers to the liking of an individual in a marked degree to pay attention to or engage himself in a certain activity, and derive pleasure out of it. An individual may have more than one interest which will be shown by his engaging himself in those activities more often than others, and liking them and deriving pleasure out of them.

An individual is not born with certain interests. He develops them as a result of his experiences with his environment. A child, as he grows, develops many interests depending upon what facilities and what opportunities are available to him for the development of interests. Interests become stable as the child gets more and more opportunities to engage himself in the activities which he likes. Generally, a child is more successful in doing those tasks in which he is interested. But, it is not necessarily so. The child should also have the necessary ability to successfully perform those tasks. In any case, children enjoy performing those tasks in which they are interested. The teacher should not only try to build new interests among children by providing them more and more opportunities, but should also try to see that the work in the classroom and outside the classroom is built around the interests of the child, so that children are able to learn more effectively.

It may be pointed out here that children's interests are closely related to their needs and motives. Since every interest satisfies some need, the stronger the need that is being satisfied, the stronger and more lasting will be the interest related to that need. The child who has a strong need for companionship, for example, will spend his time and energy into activities which could bring him in contact with others. When a child

finds his activities satisfying, he gets more interested in them.

THE PROBLEM OF MOTIVATION IN EDUCATION

The problem of motivation in education is essentially concerned with relating educational activities and programmes to the needs, motives and interests of the child. A teacher who wants to successfully teach must have a clear understanding of his needs, motives and interests, and must take them into account while teaching. Both the content of education and the teaching-learning strategies used by the teacher must accord with child's needs, motives, and interests.

An important need of the child, for example, is that he wants to remain active. Similarly, he is also curious to know new things and wants to explore his environment. Unless these needs of the child are met by the teacher in the course of his teaching, education will remain at best a dull and insipid activity for the child. He will attend his classes without any motivation for learning. When forced to sit quietly in the class and pour on his books for long hours, his motivation for learning is bound to be killed. In order to make his class interesting and his lessons meaning-ful, the teacher must use the curriculum in such a way that children get opportunities to engage themselves in useful activities and learn many things on their own. It is important for him to see that the needs, interests and motives of the child are fully taken care of.

DIMENSIONS OF NEEDS AND MOTIVES

Needs and motives are mainly of two types. On the one hand, there are biological and physiological needs and motives which arise from some lack or deficit related to the needs of the body. On the other hand, there are needs and motives that are psycho-social in nature and concern the psychological and social nature of man.

A. Biological or Physiological Needs

There are many biological needs which are basic to life and may cause serious discomfort and in some cases death, if neglected or not satisfied for a long period of time. Some of these needs have been mentioned below :

(i) Need for Food and Water

These two needs, better known as motives of hunger and thirst, are considered to be very strong especially among children. The ill effects of malnutrition on the physical and mental growth of the child cannot be too much emphasized. An ill-fed child who suffers from malnutrition is

not only physically weak, but also mentally less active. He cannot concentrate on his lessons, and consequently feels disinterested in his school work. The school will do well to extend whatever possible help it can to children who suffer from the ill effects of hunger and thirst.

(ii) *Need for Temperature Regulation*

When one is exposed to extremes of either heat or cold, one feels very uncomfortable and is unable to attend to the normal activities of life. A child is especially susceptible to extremes of both heat and cold. He often falls sick as a result of exposure. It is necessary for the teacher to see that the child is properly protected against both. Not only the child's physical well-being, but also his performance in the classroom depends on whether the classroom is a comfortable place for him to sit for long hours. Many of our primary school buildings present a horrible sight and are fully exposed to the vagaries of the weather. The teacher should see how he can handle this problem during those periods when the weather is very bad during winter and summmer.

(iii) *Need for Oxygen*

Though severe lack of oxygen causes death, even a slight suffocation resulting from inadequate oxygen causes serious discomfort to the child. A careful consideration of this vital need is essential at the time of selecting the site for the school building and designing classrooms. There must be provision for fresh air for children while they are at school. Overcrowding in the classroom has to be avoided and also open air activities should be organized from time to time to meet the need for oxygen. Children will be physically and mentally alert if oxygen is available to them in an appropriate quantity.

(iv) *Need for Elimination of Waste Matter from the Body*

One of the essential conditions of health is that our body should regularly eliminate the waste matter that accumulates as a result of various biological processes inside the body. This waste matter is normally eliminated by means of urination, excretion, respiration, and perspiration. When these processes are obstructed, particularly in case of urination and excretion, there may be serious bodily damage. The importance of proper toilet arrangement in school can easily be realised in the context of this need. Suitable training and guidance in personal hygiene will also go a long way in helping children in this regard.

(v) *Need for Activity and Rest*

The importance of these needs is generally not appreciated well enough by parents and teachers who either put too much restrictions on the bodily

movements of the child or do not care to allow him rest at regular intervals. Children should not be kept tied to their seats continuously for long hours. Many good schools provide in their time-table periods of rest for very young children. This is a healthy practice and should be followed by all schools. The primary teacher will do well to plan the programme of study in such a way that both these needs are adequately met.

(vi) *Need for Stimulation*

One of the important physical needs of the child which has also a psychological basis is the need for stimulation. The child has a strong inner urge that his various sense organs be stimulated through a variety of external stimuli. His eyes, ears, nose, fingers, all seem to be in a sort of competition to be stimulated by external stimuli. Long and continuous deprivation from external stimuli, particularly those of sound, light and touch make the child extremely uncomfortable. Even adults find it impossible to adapt to an environment from which all external stimuli have been withdrawn. In order to keep the child in a healthy state of mind, it is necessary that he should be exposed to a variety of external stimuli involving colour, shape, sound, etc. From a purely educational stand-point, such exposure to physical stimuli greatly helps a child in developing abilities like observation, differentiation, and comparison.

An important point about the biological and physiological needs which may be noted is that, although they seem to operate at a purely physical level, they produce effects which are psychological in import. When satisfied, they lead to a general sense of well-being and satisfaction which ensures effective performance in any field. When not properly met, they cause great deal of frustration and unhappiness on the part of the child with consequent adverse effect on performance.

B. Psychological and Social Needs

Besides the biological and physical needs, man has also psychological and social needs. These needs have their origin in man's psychological and social nature and are as important for him in life as are biological and physiological needs. Some of the psychological and social needs have been mentioned below :

(i) *Need for Self Worth*

This need relates to the individual's desire to look important, worthwhile, useful and superior in one way or another. The child likes to feel that he is capable of doing things that are important. When the child's experiences are such that they generate in him a sense of failure, his self-concept is damaged, and his level of performance is lowered and he falls

in his own eyes. A very important responsibility of the teacher is to see that the child does not develop a poor self-concept as a result of repeated failures and other unhappy experiences. A child with a poor self-concept is likely to face failure and remain unhappy throughout his life.

(ii) *Need for Security*

Need for security is a basic need of life. A child feels secure when he is in the company of his parents who provide him all the love and care he needs. He feels insecure when he finds himself in the company of strangers about whom he does not know whether they will be kind to him or not. Love and affection for the child and consideration for his well-being develop in him a sense of security which is essential for his physical and mental health and also for the proper use of his potentialities. Parents who are in the habit of inflicting punishment on the child without sufficient reason create in him a sense of insecurity which in turn leads to several types of personality disorders like anxiety, worry, lack of self-confidence, day-dreaming, lack of concentration, etc.

A teacher may often notice these behaviours among children in the classroom. He should understand that they are the result of a lack of sense of security on their part. As a father-substitute, he should try to instil in them a sense of security by treating them with love, affection, and care, and must not increase their sense of insecurity by maltreating them.

(iii) *Need for Love*

Need for love is very strong among children. Love provides the best psychological food for the healthy development of the child's self. What food does to the physical development of the child, love does to his personality development. A child who receives love from others, is ready to give love to others. Hate, envy, jealousy are not the personality charcteristics of such children who have received their share of love from others. Love nourishes the whole personality of the child and fills it with joy, motivation and a desire for creative endeavour. A loving teacher is always the best motivating factor for the child and influences his whole personality. It is under the care of the loving teacher that children learn most.

(iv) *Need for Belongingness*

Man is a social being. He feels more comfortable when he is with others, and is happy when he finds that he is wanted by those who matter to him. It may be his family, his friends, or others with whom he comes in contact in his every-day life. The sense of belongingness gives the individual a feeling of worthwhileness and builds in him the strength to cope with many difficult problems of life. When the individual finds that he is not

wanted by those with whom he lives, there is the feeling of alienation which makes him feel that he has been cut off from the mainstream of life. A strong sense of belonging develops only when the individual finds that not only is he wanted by others, but that he too can contribute to the welfare of others. In the school, there are many opportunities for such give and take and the teacher should encourage cooperative activities among children for meeting this need.

(v) Need for Recognition

Everyone needs to be recognized by others as having some worth. So strong is the urge for recognition and approval that if a person is unable to receive recognition for having done things worthwhile, he may get frustrated and demoralized, and may even take to socially undesirable behaviour. By praising or suitably rewarding the child for the good things he has done, a teacher can easily meet his need for recognition. It will not do any harm even if the child who does not deserve praise or reward is still encouraged to do better. But to hold back praise or reward from the child who deserves it may prove harmful for the child. Not only will the frequency of desirable behaviour decrease in the course of time, but it may also lead him to seek those avenues of behaviour which though undesirable may provide the child opportunities for greater recognition. Such behaviour will be detrimental for the healthy development of child's personality.

(vi) Need for Exploration

A very important need of the child which is also of great educational value is the need to know about the environment. The child, when he is born, has no knowledge of anything. He has to even explore his own body in order to know about it. The process of knowing, thus, begins very early in life. The child tries to make the maximum use of his senses in order to know about environment. He touches, sees, hears, smells, tastes and thus develops his own repertoire of knowledge. As the child grows, his curiosity to know increases and he becomes intensely active in exploring his environment. It is a common sight to see children climb trees, make their way into thick bushes, go to deserted places to try to find out what is going on there. They are also generally seen collecting ordinary but strange objects such as stones of different colours and shapes, shells, seeds, flowers, etc. They also like to catch insects and flying objects. All this is because of their intense curiosity to know about their environment. The teacher can very easily make use of their curiosity to involve them in activities which are educationally beneficial to them. The teacher can make his lesson more effective and more interesting by encouraging children to collect their own information where feasible.

(vii) *Need for Self-esteem*

Every individual jealously guards his own self-esteem and does not allow it to be lowered in the eyes of others. Children especially are very sensitive about their self-esteem and feel very much hurt if those in authority rebuke or severely punish them, especially when it is done in the presence of others. The teacher must avoid treating the child harshly. Not only does severe punishment often fail to achieve the desired result, it also has an adverse effect on child's behaviour and personality. He goes down in his own eyes and develops a poor self-concept ; he may also retaliate by resorting to a kind of behaviour which is socially undesirable. Often, he becomes aggressive and bullies all those who come under his thumb. He also develops a negative attitude towards authority in general and soon becomes an anti-social element in the society.

(viii) *Need for Variety and Change*

If the child is repeatedly or continuously exposed to the same situation or is made to engage himself in the same activity, he is most likely to feel bored. He needs a change and some sort of newness from time to time. The same holds true in the context of school programmes. If the teacher is able to introduce some variety and change in the activities from time to time and avoid stereotyped activities in the classroom, he can infuse more enthusiasm among children and provide more satisfying experiences to them. While framing the time-table and the schedule of school activities, child's need for variety and change must be taken into consideration.

HIERARCHY OF NEEDS AND NEED FOR SELF-ACTUALIZATION

There are many ways of looking at human needs and classifying them. One useful way of understanding human needs and motives is to arrange them in a hierarchical order as done by the famous psychologist Abraham Maslow. The hierarchy, from the most basic level of needs to the higher levels of need, is as given below :

1. Physiological needs
2. Safety needs
3. Social needs
4. Egoistic needs, and
5. Self-fulfillment or Self-actualization needs.

Physiological needs, like those for food, water, comfort, etc., are the most basic needs for survival and, therefore, come first in the hierarchy.

Next come safety needs which refer to the desire to be protected from danger, threat and deprivation which again seem to be very important during childhood.

As the child grows he begins to feel the need to come in contact with others. Social needs are the needs of interacting with other people—needs for affiliation, for social approval and for giving and receiving friendship.

In the process of growth, the child develops self-identity and feels the need for recognition. Thus egoistic needs include two broad categories of needs :

(i) Self-esteem, i.e. need for self-respect, self-confidence, and competence,-and

(ii) Status, that is, need for recognition, appreciation, and respect by others.

The need for self-actualization is the highest of the needs that a man has. It refers to the person's need for realising the best that is in him. Naturally the meaning of self-actualization may vary from person to person, for each has different potentialities. Some may find self-actualization in achievements in literary or scientific fields ; others in artistic ; and still others in religious fields. Not all the individuals are able to meet their need for self-actualization ; they remain unhappy and frustrated.

Much of the child's happiness and efficiency, including that in learning, depends on how far the various categories of his needs are adequately met. As such, it is one of the functions of the school to take care of these needs of the child as far as possible. Child's need for self-actualization needs special attention of the teacher. He should try to understand, and help the child to understand what is best in him. Moreover, he should try to provide all possible opportunities to the child to help him to realize his best talents and potentialities.

Some Interests of the Child

In view of the fact that interests develop as a result of the opportunities that the child gets, and the new experiences that he has, the number and nature of interests will depend upon such opportunities and experiences as are provided to him during the period of his growth and development. Needless to emphasize that it is imperative for the school to make the curriculum more broad-based so as to include in it many activities and experiences which are not specifically dealt with in the textbooks. In order to prepare the child for life in a rapidly changing society which would require a wide variety of abilities and interests for successful living, the teacher has to see that he does move beyond the textbooks and goes outside the four walls of the classroom in order to provide children the needed experiences which are most important for them to broaden the scope of their learning, and improve its quality. New abilities and interests have to be developed among children so that they are able to cope with the requirements of the changing society in

which they are going to live.

There are many types of activities, both curricular and co-curricular, which the school can organize to develop interests among children. For the development of academic interests the school can organize quiz competitions, writing of brief creative stories and compositions of themes of general interest, poetry-writing, 'antakshri', collection of useful information about important events, places of local interest, and observation and description of certain natural and scientific phenomena. Interest in handling and manipulating things can be developed through the introduction of socially useful productive work in school. There are some whose main interest lies in dealing with people. If given an opportunity, they can be good organizers and successful leaders of their group. Opportunities should be provided to such pupils also for the development of their interests by arranging social functions, forming study clubs, organizing sports and games, etc., so that children with different interests may be able to participate in them. The idea behind organizing a variety of academic, practical and social activities in school is that all children may have sufficient opportunities for the development of their interests.

Activities and Other Measures in Relation to Needs, Motives, and Interests

The courses of study which are taught in school can themselves be used to meet many of the biological and psycho-social needs of the child. For example, much of the content in social studies can be successfully utilized for developing among children a sense of belongingness and commitment for the good of the community and the country. Similarly, the courses in health and hygiene and environmental studies can help the child in coping with many of his needs related to his physical well-being. There is every likelihood that the content of these courses may cater to the child's interest in his physical and social surroundings. The primary teacher has to find out the ways to make best use of these courses keeping in view his needs and interests.

Group activities like group projects, nature study, study clubs pertaining to various subject areas, can be organized for meeting the child's needs and interests and motivate them for better learning.

Co-curricular Activities

There should be sufficient provision for different kinds of activities in the school in order to satisfy the child's needs for activity and to break the monotony of sitting for long hours in the classroom pouring on books alone. This is necessary in view of the child's psychological need for variety. Moreover, through the medium of these activities, the school will be able to develop a large number of interests among children.

There will be, thus, a greater number of opportunities for children to show their worth, particularly for those children who are unable to show their mettle in academic matters.

Co-curricular activities involving group situations are especially important for the development of interests and meeting some of the basic psychological needs of children and hence should be considered as an integral part of the curriculum.

Relevance of Needs, Motives and Interests for the Developmental Objectives of Education

A child whose needs, motives, and interests have been properly taken care of will be found more happy and successful as a learner, and will be able to develop qualities of a good person, a good citizen and a good worker. The needs, motives and interests of the child are particularly important to be taken into account for the achievement of the developmental objectives of education mentioned below :

1. Is able to acquire information. (LC-4)
2. Is able to experiment with things and situations to find out solutions. (LC-14)
3. Is able to use imagination. (LC-15)
4. Is able to think independently and come out with solutions. (LC-16)
5. Is eager to understand the physical and social phenomena and events in his environment. (LA-1)
6. Is eager to ask questions. (LA-2)
7. Engages himself in reading extra books, newspapers and magazines. (LB-2)
8. Is able to formulate his goals and is motivated to achieve them. (PC-6)
9. Appreciates what is beautiful. (PA-3)
10. Appreciates what is true. (PA-4)
11. Tries for continuous self-improvement. (PB-2)
12. Uses his abilities in socially useful ways. (PB-3)
13. Makes worthy use of leisure. (PB-8)
14. Participates in activities related to community development. (CB-6)
15. Knows the types of work people do in his environment. (WC-1)
16. Possesses skills to express himself creatively in work. (WC-8)
17. Likes to cooperate with others in work. (WA-3)
18. Enjoys doing work with one's own hands. (WA-4)
19. Appreciates the value of creative expressions in work. (WA-5)
20. Expresses himself artistically. (WB-3)

It will be seen that many of the developmental objectives of education whether they relate to child's development as a learner, as a person, as a

citizen, or as a worker are achieved only when the child is involved in activities in which he is interested or which meet some of his most important psychological needs. There are many things which cannot be taught to children through formal methods; they are learnt only in certain types of situations in which the child is placed. If, then, our primary education is seriously concerned with the all-round development of child's personality, there is no other way except to plan and use the curriculum so that due attention is paid to the child and his development instead of merely looking at content, which has hitherto been the practice.
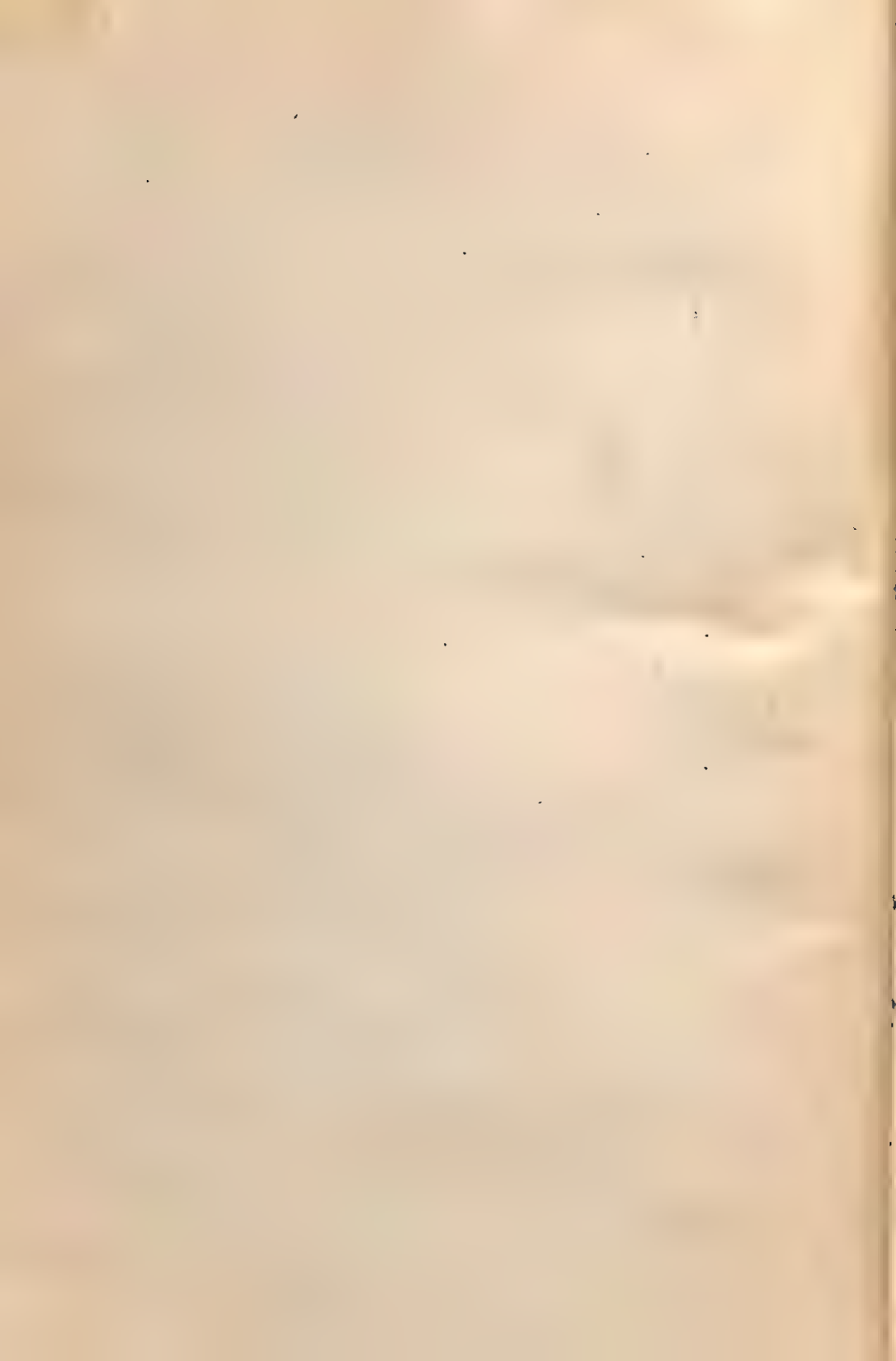
Developmental Objectives of Education at the Primary Stage

I. DEVELOPMENT OF THE CHILD AS A LEARNER

Competencies — Knowledge, Understanding and Skills

LC-1   Knows that the school can give him much by way of useful knowledge.

LC-2   Understands the importance of learning in school.

LC-3   Possesses reading, writing and computational skills.

LC-4   Is able to acquire information.

LC-5   Is able to listen carefully and with understanding.

LC-6   Is able to read with comprehension.

LC-7   Is able to memorise and retain facts.

LC-8   Is able to express himself in speech and in writing.

LC-9   Is able to express himself in art forms (drawing, painting, music, dance, and drama).

LC-10   Is able to observe accurately.

LC-11   Is able to classify information.

LC-12   Is able to analyse, relate and organize facts.

LC-13   Is able to interpret and draw conclusions.

LC-14   Is able to experiment with things and situations to find out solutions.

LC-15   Is able to use imagination.

LC-16   Is able to think independently and come out with ideas of his own.

Attitudes and Appreciations

LA-1   Is eager to understand the physical and social phenomena and events in his environment.

LA-2   Is eager to ask questions.

LA-3   Is not deterred by initial difficulties in learning.

LA-4   Welcomes new ideas and enjoys discussing them with others.

LA-5   Likes originality and novelty in ideas and methods.

LA-6   Welcomes healthy and constructive criticism of his views by others.

LA-7 Uses constructive criticism of others for self improvement.

Behaviours and Habits

LB-1 Uses acquired knowledge, skills and understanding in different situations of life.
LB-2 Engages himself in reading extra books, newspapers and magazines.
LB-3 Shares his knowledge with others.

II. DEVELOPMENT OF THE CHILD AS A PERSON

Competencies — Knowledge, Understanding and Skills

PC-1 Knows the rules of personal health and hygiene.
PC-2 Knows how to behave with others in various relationships.
PC-3 Understands the importance of discipline in day to day living.
PC-4 Understands his own strengths and weaknesses.
PC-5 Possesses self-confidence and courage.
PC-6 Is able to formulate his goals and is motivated to achieve them.

Attitudes and Appreciations

PA-1 Has respect for life in its various forms.
PA-2 Is eager to help the weak and the needy.
PA-3 Appreciates what is beautiful.
PA-4 Appreciates what is true.
PA-5 Does not dislike people only because they are different from him.
PA-6 Appreciates the views of others.
PA-7 Likes to be rational.
PA-8 Appreciates the value of self-help and self-reliance.

Behaviours and Habits

PB-1 Behaves courteously.
PB-2 Tries for continuous self-improvement.
PB-3 Uses his abilities in socially useful ways.
PB-4 Controls the unhealthy and destructive impulses which he may sometimes experience.
PB-5 Copes with his sorrows, disappointments and anxieties in his day to day life.
PB-6 Expresses his emotions and feelings in a socially acceptable manner.
PB-7 Acts courageously for a good cause.
PB-8 Makes worthy use of leisure.

III. DEVELOPMENT OF THE CHILD AS A CITIZEN

Competencies — Knowledge, Understanding and Skills

CC-1 Knows the national flag of his country.
CC-2 Knows what a national flag stands for.
CC-3 Knows the significance of national emblem.
CC-4 Knows that people belonging to different castes, religions and socio-economic strata are equal in the eyes of law.
CC-5 Knows that we live in a country which believes in secularism, democracy and socialism.
CC-6 Knows the names of different religions.
CC-7 Knows the main teachings of different religions.
CC-8 Knows about the important religious festivals.
CC-9 Knows about basic freedoms of a citizen such as freedom of speech, freedom of worship, etc.
CC-10 Possesses civic sense.
CC-11 Understands the importance of small family.

Attitudes and Appreciations

CA-1 Appreciates the importance of good social relationships.
CA-2 Appreciates the value of country's freedom.
CA-3 Appreciates the cultural heritage of his country.
CA-4 Has respect for all religions and languages.
CA-5 Dislikes injustice in any form.
CA-6 Is sensitive to the sufferings of the weaker sections of the society.

Behaviours and Habits

CB-1 Sings the national anthem.
CB-2 Does not discriminate between people because of differences in caste, creed, region, religion, sex, and nationality.
CB-3 Performs his duties with responsibility.
CB-4 Extends his help and cooperation to others.
CB-5 Avoids causing inconveniences to others.
CB-6 Participates in activities related to community development.
CB-7 Tries to settle the differences amicably.
CB-8 Participates enthusiastically in group activities as a leader and as a follower.
CB-9 Takes adequate care of public property.

IV. DEVELOPMENT OF THE CHILD AS A WORKER

Competencies — Knowledge, Understanding and Skills

WC-1 Knows the types of work people do in his environment.

WC-2 Knows the basic tools and materials used in different types of work.

WC-3 Knows broadly the processes involved in various types of work.

WC-4 Understands that every work has a set procedure.

WC-5 Understands that all types of work lead to production of goods and services.

WC-6 Understands that planned and organised work saves time, money and materials.

WC-7 Possesses basic skills necessary for doing any work successfully.

WC-8 Possesses skills to express himself creatively in work.

WC-9 Possesses skills of critically appraising his own work.

Attitudes and Appreciations

WA-1 Respects manual work.

WA-2 Appreciates work well done.

WA-3 Likes to cooperate with others in work.

WA-4 Enjoys doing work with one's own hands.

WA-5 Appreciates the value of creative expression in work.

Behaviours and Habits

WB-1 Works with perseverance.

WB-2 Maintains neatness & cleanliness in work.

WB-3 Expresses himself artistically.

WB-4 Avoids wastage of time and materials.

WB-5 Adopts safety measures in the use of tools and materials.

APPENDIX — II

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